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THE APPLICATION OF AUDIOVISUAL MATERIALS AND SIMULATION TO MODIFY THE HARVARD CASE STUDY METHOD FOR PREPARING STUDENT PERSONNEL ADMINISTRATORS.
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SIMULATED CASE MATERIALS FOR THE PREPARATION OF STUDENT PERSONNEL ADMINISTRATORS WERE DEVELOPED AND TESTED. FOUR SIMULATED CASES WERE DEVELOPED FOR USE IN AN 8-WEEK RESEARCH PROJECT INVOLVING 46 GRADUATE STUDENTS RANDOMLY ASSIGNED TO A CONTROL AND AN EXPERIMENTAL GROUP. THE STUDY REVEALED NO SIGNIFICANT DIFFERENCES BETWEEN THE EXPERIMENTAL AND CONTROL GROUPS ON THE PERCEIVED VALUE OF THE SIMULATED CASE MATERIALS, CASE DISCUSSIONS, "IN-BASKET" PROBLEMS, AND LECTURES. IT WAS CONCLUDED THAT SIMULATION HAS POTENTIAL VALUE IN COMPLEMENTING EXISTING COURSE MATERIALS IN STUDENT PERSONNEL ADMINISTRATION. FURTHER RESEARCH INTO AUGMENTATION BY SIMULATION TECHNIQUES WAS SUGGESTED. (GD)

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THE APPLICATION OF AUDIO-VISUAL MATERIALS AND SIMULATION TO MODIFY THE HARVARD CASE STUDY METHOD FOR PREPARING STUDENT PERSONNEL ADMINISTRATORS

(Cooperative Research Project No. OEC 3-6-058351-0610)

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Indiana University
Bloomington, Indiana
1966

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To My Wife:

MARILYN WALTER RICKARD

PRECEDING PAGE MISSING

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S.T.R.

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CHAPTER I

INTRODUCTION

As institutions of higher education brace for burgeoning enrollments in the next decade, it is evident that additional administrators will be needed to staff colleges and universities. The United States Office of Education reports that the demand for new professional staff will increase sharply through the 1970's.[1] This projection calls for increases in the areas of student personnel services as well as in other administrative and instructional areas.

Projected increases in student personnel services come at a time when such specialities are rapidly becoming an integral part of most colleges and universities. The anticipated increase in numbers of administrators provides the opportunity to explore several basic questions regarding the nature of preparation most suitable for the student personnel administrator.

A sampling of such questions which remain to be resolved include the following: Should the basic preparation emphasize management training, counseling skills, behavioral sciences or a liberal education? Is there a good way to prepare administrators for their many and varied assignments? Is there a body of fundamental insights into sound practice which will serve as guides to improved performance? Are there specific skills needed by different kinds of administrators?[2]

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[1] U.S. Department of Health, Education and Welfare, Office of Education, Projections of Educational Statistics to 1974-75, 1965 Edition, Circular 790, p. 29.

[2] Bolman, F. D., Jr., "Can We Better Prepare College and Administrators?" in Toward Better Preparation of College and University Administrators, p. 2.

Realizing that the central question dealing with basic preparation is not likely to be easily resolved in any definitive manner, it is believed that the question must be stated in an alternative form. This position is taken with the awareness that some professional organizations have drafted proposals on the nature of professional preparation.[3] One such report, prepared by the Council on Student Personnel Associations in Higher Education, outlines the purposes and functions of the college student personnel program. An interdisciplinary approach to preparation is emphasized, while also pointing out the need for increased curricular specialization in some functional areas.

If the formal educational process merely provides the necessary framework for a life-time of learning, then concern with the "ideal" type of preparation should be viewed with this principle in mind. The need for developing a continuous educational program provides an alternative to the question and is consistent with the notion that learning is a life-long process.

Many of the present graduate courses were originally developed in the 1930's and have been continued on the assumption that present needs are the same as those of the past. However, it is apparent that present concerns of administrators have changed considerably in the rush of recent events. Such issues as alienation on the campus, new political action groups, premarital sexual freedom, discipline and due process, and the use of narcotics trumpet the call for new and imaginative ways of preparing prospective student personnel administrators.

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[3] Council of Student Personnel Associations in Higher Education, A Proposal for Professional Preparation in College Student Personnel Work, Commission on Professional Development, p. 4.

This study focused on developing and testing simulated case materials which hopefully will serve as models for the preparation of the generalist in student personnel administration. Focus on the generalist might appear to be out of step with a recent emphasis on increased specialization of services. However, increasing specialization of various functional areas is a mixed blessing, particularly if administrators heed the warning signs of unrest which echo across our campuses.

Although it can be viewed as an essential aspect of increased professionalism, curricular specialization risks splintering the basis of communication within the student personnel field. Perhaps the risk is inevitable and a necessary phase of development. However, if student personnel workers are concerned with maintaining communication and some sense of community of shared interests, then teaching and curricular innovations will be needed to insure the necessary continuity of objectives. In a study of seven state universities, Shaffer has urged more attention be given to these problems, particularly in the determination and communication of objectives.[4] The student personnel division, or a university for that matter, is greater than the sum of its parts; but unless the specialities can grasp the intricate relationships within the institution, then the university will cease to be worthy of its high calling.

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[4] Shaffer, R. H., "The Effect of Large Enrollments on Student Personnel Services," Personnel and Guidance Journal 37:626, May, 1959.

This concern for providing channels to communicate the shared objectives within specialized services takes on added significance as the young prospective administrator enters graduate programs with a noticeable lack of experience, which is often coupled with an idealized vision of his future role.

Our graduate programs for the preparation of student personnel administrators ought to provide experiences where theory can be applied to practice, where problems can be examined in a simulated university environment, and where the relationships of not only the functional specialities, but often conflicting university departments and publics can be examined.

It is doubtful if the traditional lecture-discussion method of instruction will provide sufficient opportunities for prospective administrators to relate the theoretical aspects of their preparation to the realities of administrative practice. Lecture-discussion courses generally provide a broad overview of the field and consequently are not intended to relate the theory of student personnel administration to problem-solving situations.

Internships and practicums have become useful techniques for providing a practical laboratory but sufficient opportunities will likely be limited by the available facilities and by increasing demands on professional staff.

The case study approach has provided a more flexible framework for discussing administrative problems than is normally provided in the lecture-discussion method.[5] However, the usual emphasis in the case study is on discussing the problems and how they might have been handled. Problems are talked about rather than "experienced" which limits the reality of the situation.

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[5] Bauer, R. C., Cases in College Administration, p. 26.

Statement of the Problem

The problem of this study was to develop and evaluate simulated case materials for the preparation of student personnel administrators. Among the research questions which the study proposed to explore are the following:

1. Are there any differences in the value of the simulated case materials, in-basket problems, and lectures as perceived by students in the experimental and control groups.

2. Would students have preferred having the lecture or simulation method first?

3. Has simulation provided a bridge from the classroom to practical experience?

4. Has simulation provided a setting to develop experience in the process of thinking through various aspects of a real problem situation?

5. Has simulation provided an opportunity to consider the consequences of various courses of action while in the role of a practicing administrator?

6. Could simulated cases have value in conjunction with formal course work?

7. Could simulated cases have value following formal course work?

8. Could simulated cases have value while serving in a full-time administrative position after completing graduate work?

9. Are there any differences in performance on the in-basket problems when comparing students on the counseling staff in the control and experimental groups?

10. Are there any differences in performance on the in-basket problems when comparing students with past administrative experience in the control and experimental groups?

The following null hypotheses were formulated to test the research questions:

1. There is no significant difference in the value of the simulated case materials, simulated case discussions, in-basket problems, and lectures to students in the experimental and control groups.

2. There is no significant difference in the value of the simulated case materials and the lectures to students in the project.

3. There is no significant difference in the value of the simulated case discussions and the lectures to students in the project.

4. There is no significant difference in the value of the in-basket problems and the lectures to students in the project.

5. There is no significant difference in providing a bridge from the classroom to practical experience between the experimental and control groups.

6. There is no significant difference in providing a setting to develop experience in the process of thinking through various aspects of a real problem situation between the experimental and control groups.

7. There is no significant difference on three potential uses of simulation between the experimental and control groups:

   a. Simulation in conjunction with formal course work.

   b. Simulation following formal course work.

   c. Simulation while serving in a full-time administrative position after completing graduate work.

8. There is no significant difference in performance on the in-basket problems when comparing students on the counseling staff in the control and experimental groups.

9. There is no significant difference in performance on the in-basket problems when comparing students with past administrative experience in the control and experimental groups.

10. There is no significant difference in performance on the in-basket problems when comparing male and female students in the control and experimental groups.

Basic Assumptions

The development of simulated case materials and the evaluation of the project were based on the following assumptions:

The development of essential skills, concepts and insights which are needed on the job is a worthy goal of administrative preparation programs. Simulation assumes that the decision-making abilities of administrators can best be cultivated by first-hand encounters with actual problematical situations.

Correspondence that accumulates in an in-basket is indicative of the kinds of decisions the Dean of Students must make. However, it is not assumed that in-basket problems encompass the total range of concerns of the Dean.

The rating scale evaluation administered at the completion of the project assumes that some value, however slight, was derived from the project. Although it is extremely difficult to determine whether each participant interpreted the evaluation in an identical manner, this study assumed that the questions were clearly understood and that unit differences exist between intervals on the rating scale.

The board of judges was qualified on the basis of past experience and present administrative experience to evaluate the responses to the in-basket problems.

Limitations of the Study

Although the subjects were randomly assigned to the experimental and control groups on the basis of several variables, the subjects were not randomly selected from the total population of graduate students majoring in student personnel. Consequently the results of the study have limited generalization to the total population of graduate students in higher education.

One of the objectives of the project was to test whether simulation provides a bridge from the formal classroom experience to practical experience. It is evident that an eight-week project can only give an indication of this objective. The real test of application remains to be determined by on-the-job experience. This limitation of the so-called theory to practice question is clearly evident with the added realization that no one theory of administration is sufficient to encompass all of administrative behavior.

Definition of Terms

The following terms are basic to an understanding of the study:

Simulation--Since the development of this project was dependent upon the definition of the term, "simulation," it would be appropriate to consider several different definitions.

According to Webster's Seventh New Collegiate Dictionary, simulation is "1. the act or process of simulating; feigning. 2. A sham object."[6]

The University Council for Educational Administration defines simulation as "an accurate representation of a real situation."[7]

Guetzkow defines simulation as "an operating representation of the central figures of reality."[8]

The dictionary definition implies the feigning of reality in order to deceive someone. This connotation was not intended in the study. The U.C.E.A. definition appears to be limited to problems and materials which have been reproduced from reality, with changed identities.

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[6] Webster's Seventh New Collegiate Dictionary, p. 811.

[7] The University Council for Educational Administration, Simulation in Administrative Training, p. 3.

[8] Guetzkow, Harold, A Use of Simulation in the Study of Inter-Nation Relations, p. 1.

Although this definition is appropriate for the majority of the materials developed in this study, it does limit the type and amount of problems and materials available. Guetzkow's definition, which focuses on operational reality, or the behavior of the participants, would minimize the importance of background material.

Since this project involved confronting students with a variety of information and teaching techniques, simulation was defined as a teaching arrangement which includes problems, situations, and materials in combination with various teaching methods so as to involve participants actively in realistic problem situations.[9]

Simulation materials--All the interrelated materials on the university, faculty, administration, and community that aid in providing a situation that assumes the appearance of a "real" situation.

Case--Although there are several workable definitions for the case study method of instruction, the following was utilized in the project: A written account of human experience centered in a problem or issue faced by a person, a group of persons, or an organization.[10]

Simulated case studies--Used on occasion to mean a combination of simulation materials and the case method of instruction.

In-basket problem--An item of correspondence which has accumulated in the in-basket of an administrator and which calls for judgments on his part.

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[9] Weinberger, M. J., The Use of Simulation in the Teaching of School Administration, 215 pp.

[10] Bauer, op. cit., p. 31.

Need for the Study and Its Value

Since student personnel services have now become an integral part of colleges and universities, attention must be given to the selection and training of student personnel staffs. As early as 1950, Blaesser and Froehlich[11] voiced their concern with training of student personnel administrators by pointing out the need to reduce the disparity between training and on-the-job duties.

The need for additional practicum experiences to augment the theoretical basis of graduate programs in student personnel administration is indicated by recent graduates of Indiana University's program. A 1962 doctoral dissertation by Keller[12] evaluated the student personnel program through the opinions of its graduates. The 160 on-the-job professionals sampled in the study reported the greatest shortcoming in their graduate program was the limited relevance of course work to subsequent duties or problems.

Need for research on preparation of student personnel administrators has been indicated by noted professionals. Kauffman[13] indicated our primary concern is the selection and training of the student personnel leader.

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[11] Blaesser, W. W., and Froehlich, C. P., "Major Issues and Trends in the Graduate Training of College Personnel Workers," Educational and Psychological Measurement 10:590, Autumn, 1950.

[12] Keller, L. I., Evaluation of a Student Personnel Program Through the Opinions of Its Trainees, p. 120.

[13] Kauffman, J. F., "Student Personnel Administration--Some Questions and Recommendations," The Educational Record 45:291-298, Summer, 1964, p. 294.

Bolman[14] pointed out the lack of systematic evaluation of administrative training programs, and also indicated that knowledge of how effective the numerous methods of training is largely unknown. More recently Bolman[15] also outlined the need for research in administrative behavior, particularly in regards to selection of administrators.

Bellows[16] indicated that a simulated training program in administration reduces the disastrous consequences of wrong decisions and actions. In addition, simulation foreshortens the time needed for obtaining experience.

An important value of simulation is its potential for mapping out solutions to problems before they arise. This futuristic approach to problems is not uncommon today. Many deans of students and other administrators present hypothetical problems to staff for the purpose of planning for future eventualities. The potential of simulation in confronting educational problems was reported by Fattu[17] in the Fourth Annual Phi Delta Kappa Symposium on Educational Research:

> Properly exploited, simulation can be a significant breakthrough for improvement of educational practice. It can permit us to replace the defeatist attitude that education cannot study "real" educational problems with an attitude and a strategy favorable to such an exploration. In education, simulation can enable us to put together a large number of

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[14] Bolman, *op. cit.*, p. 8.

[15] Bolman, F. D., Jr., "Needed Research in Administration of Higher Education," *The Educational Record* 46:166-176, Spring, 1965.

[16] Bellows, Roger, *Creative Leadership*, p. 213.

[17] Fattu, N. A., "An Introduction to Simulation," in *Simulation Models for Education*, p. 5.

> propositions into a realistic predictive model. For example, given a proposed innovation and an accurate simulation of how the enterprise operates, it should be possible to study what effects are produced by the constraints imposed by particular circumstances and by those of people interacting with others, as well as by the innovation itself.

An adequate preparation program in the early years of experience could help produce student personnel administrators who would exert their full potential in educational leadership. Gibson[18] emphasized this need by calling for the preparation of educational generalists who can comprehend the total institutional environment. Preparation programs should provide the opportunity for the student to apply theory, technical skills, and human relations skills in the crucible of experience. This opportunity would enable the potential administrator to develop conceptual skills by viewing problems in relationship to the total institutional setting. Simulated case materials can provide the setting whereby administrative decision-making can be practiced in an institutional framework which realistically portrays the often harsh realities of administrative life.

Simulated case materials have the following potential value for programs in student personnel administration:

1. Provide the setting to develop experience in the vital process of thinking through all the aspects of a real problem situation.

2. Provide the opportunity for students to respond to a set of competing stimuli in the role of a practicing administrator.

3. Provide the opportunity for self-evaluation through:

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[18] Gibson, R. C., The Challenge of Leadership in Higher Education, p. 4.

a. Examination of the student's performance in a variety of situations.

b. Enlarging the perceptual field of the student of administration.

4. Enable the student to enlarge his perspective of the over-all task of administration through application of administrative theory and testing in realistic situations.

5. Improve the decision-making abilities of students by:

a. Helping them learn how to organize pre-existing knowledge in relation to a specific situation.

b. Exploring alternate ways of behaving in a given situation and the possible consequences of alternate actions or decisions.

CHAPTER II

RELATED RESEARCH

A rather recent innovation in the preparation of school administrators has been the use of simulated materials. Although simulation has been used only recently for instructional purposes in education, it has been widely used in other fields.[1] Human relations and leadership training programs for business and industry, government, military, the medical profession and other disciplines have also discovered the value of simulated experience in the training of personnel. It has been found that simulation provides opportunities for the practicing or prospective administrator to apply theory, technical skills, and human relations skills in the crucible of experience.

Simulation has been used in various disciplines. Guetzkow[2] used simulation in training students in foreign policy. Business decision games have been developed by the American Management Association for use in management training. The business war game, as described by Ricciardi,[3] is a training device in which teams of players in direct competition make decisions which are representative of situations facing top management leaders.

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[1] Wynn, Richard, "Terrible Reality in the Preparation of School Administrators," Phi Delta Kappan 49:170, December, 1964.

[2] Guetzkow, Harold, "A Use of Simulation in the Study of International Relations," Behavioral Science 4:82-93, July, 1959.

[3] Ricciardi, F. M., "Business War Games for Executives: A New Concept in Management Training," The Management Review 46:44-56, May, 1957.

Bogdanoff[4] and others, working for System Development Corporation, a division of Rand Corporation, have utilized simulation in the training of Air Force Officers. They found simulation was effective in providing an orientation, to develop skills, or to increase efficiency.

Simulation has also been used to instruct dental students in a particular area of their curriculum. At the University of Oregon Dental School,[5] simulation is used to instruct in such dental emergencies as convulsion, hysteria, insulin shock and epileptic seizure. During the instruction, students were given the opportunity to recognize signs, to diagnose, and to treat selected types of emergencies commonly encountered. Should a student fail to perceive significant signs, or make an incorrect diagnosis, or even render ineffective treatment, he would see the consequences and no harm would come to the patient.

A Northwestern University experimental project supported by the United States Office of Education compared simulation, case studies and problem papers in teaching decision-making. Their conclusions indicate that simulation did not differ significantly from case studies as a supplementary teaching activity. However, the findings revealed simulation to be more involving and interesting than case studies and simulation offered more student-to-student feedback than case discussion sections.[6]

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[4] Bogdanoff, E., and others, Simulation: An Introduction to a New Technology, p. 7.

[5] Jarabak, J. P., "Teaching Dental Emergencies Through Simulation Techniques," Paper, presented at the American Educational Research Association, Chicago, February, 1966, as part of the symposium, "Laboratory Simulation: New Developments in Instruction and Research."

Use of Simulated Materials in Education

In 1958 the development of simulated materials received impetus from the United States Office of Education. The University Council on Educational Administration sponsored a research project, the Development of Criteria of Success in School Administration, commonly abbreviated the DCS study.[7]

The project involved testing 232 elementary school principals from all sections of the United States. Testing was conducted in several test centers throughout the country in 1958-1959. Principals in each of the test centers took on the role of principal of a hypothetical elementary school, the Whitman School, Jefferson School District, State of Lafayette. They learned a great deal about this school, its faculty, and its community through studying extensive background materials. These materials consisted of movies, sound tapes, filmstrips about the school and community, and a variety of printed materials which included a copy of the school code of the State of Lafayette, the Policies and By-Laws of the Board of Education, a staff handbook, a floor plan of the school, and staff personnel folders.

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[6] Anderson, L. F., and others, A Comparison of Simulation, Case Studies, and Problem Papers in Teaching Decision-Making, p. 65.

[7] Griffiths, D. E.; Hemphill, J. K.; and Frederiken, Norman, Administrative Performance and Personality, 432 pp.

After many hours of immersion in the hypothetical situation, the principals took a series of in-basket tests. "In-basket" referred to an accumulation of realistic appearing printed notices, bulletins, notes, letters, telegrams, and advertisements, all typical of materials that accumulate on a principal's desk in his absence. The conditions for reacting to these in-basket items were standardized and each principal disposed of the items by stating in writing the course of action he would take as principal of Whitman School.

The Midwest Administration Center staff became interested in the instructional possibilities of these materials when members of the DCS project staff presented project reports on this study at the 1957 and the 1958 annual meetings of the National Conference of Professors of Educational Administration.

The description of the vast range of background materials on the Whitman School seemed to hold considerable potential for teaching. Observation of the use of the materials in the test situation convinced the University of Chicago and the U.C.E.A. of the desirability of experimentation with the background data and the in-basket test for instruction. These materials have now been reproduced and are disseminated to member institutions by U.C.E.A.

Simulated materials were comprehensively used for the preparation of school administrators in the summer of 1959 in two workshops at Stanford University and the University of Chicago. In the fall of 1959, a third workshops was held at Teachers College, Columbia University. The workshops were designed to serve as an introduction to general school administration, with emphasis on the development of procedures, the techniques of decision-making, and the general understanding of the administrative process.

Cunningham[8] reported on the summer workshop conducted by the University of Chicago. The program consisted of 13 full days of instruction using the DCS materials. Of primary concern to the workshop staff was the potential of simulation materials for instructional purposes. In conclusion, the staff agreed that simulated materials had value for instructional purposes.

In reporting on the workshop, Cunningham indicated that simulated situations bring a degree of realism to thinking about administrative behavior which is lacking when studied in other ways.

A second important conclusion of the Chicago workshop found that simulated situations provided a useful technique for relating theoretical concepts to practical problems.

In the final evaluation of the Chicago workshop, Cunningham concluded that additional experimentation with the instructional use of simulated materials was needed:

> The research and teaching functions need to be conducted simultaneously so that adequate appraisal of effectiveness, utilization and methodology can be made . . . the problem of predicting administrative success for inexperienced individuals might also be considered.[9]

The workshop conducted at Stanford University was interested in determining if simulated problems and situations which had been prepared for elementary school principals were also appropriate for graduate level instruction. In conclusion, the Stanford seminar staff was greatly encouraged by the potentialities of the materials. A distinct asset of simulation, according to the evaluation of the workshop by Moore and Trusty,[10] was that it introduces the actual process of administering, not only knowledge about administration.

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[8] Cunningham, L. L., "The Use of Simulated Situation at the University of Chicago," in Simulation in Administrative Training, pp. 9-21.

[9] Ibid., p. 19.

The major purposes of the workshop conducted at Columbia University were to test simulation materials in the in-service preparation of elementary school principals; to develop needed skills on the part of the staff in the use of simulated materials; and to improve the decision-making abilities of the participants. The staff's final evaluation of the workshop indicated that simulation is comparable to the case study method of teaching, but has the additional advantage of forcing the student to perform rather than simply to contemplate.

A critique of simulated situations and instruction was conducted by Culbertson[11] for the purpose of developing generalizations to further research in the area. In presenting the generalizations, he began with the premise that a goal of administrative preparation programs should be to develop the skills, concepts, and insights needed on the job. Culbertson pointed out that administrative preparation programs must aim for maximum transfer of learning to future positions and simulation has particular relevance in achieving this needed transfer.

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[10] Moore, Hollis, and Trusty, Francis, "The Use of Simulated Situations at Stanford University," in Simulation in Administrative Training, pp. 21-27.

[11] Culbertson, J. A., "Simulated Situations and Instruction: A Critique," in Simulation in Administrative Training, pp. 39-46.

A study by William Fern[12] utilized the activities of the simulation workshop at the University of Chicago. Fern's objective was to evaluate changes in problem perception and problem solving as they occurred in the simulation workshop. His findings indicated that perceptions of priority and number of problems handled are not apparently related to adequacy of problem solving.

Several studies have surveyed the use of simulation materials, particularly in secondary school administration. Shepard[13] conducted a comparative analysis of an eight week block-of-time summer simulation course at the University of Buffalo, the University of Texas, and the University of Nebraska. In the over-all evaluation of simulation, the participants were generally enthusiastic about the course. Shepard also concluded that simulation might be improved by coming after some other graduate courses rather than as the first graduate experience. He further suggested a study of on-the-job behavior to ascertain the value of simulation and the block-of-time course and a study of the appropriate position of this type of experience in the curricular sequence.

An earlier survey of simulation materials was done by Broadhead[14] in 1962. The purpose of his survey was to determine the extent that simulation materials were being used as a method of instruction in educational administration. The data were collected from a survey of 230 institutions accredited by the National Council for Accreditation of Teacher Education. A total of 61 institutions of the 197 replies indicated they were using simulation materials. Administrators in charge of programs using the materials were enthusiastic of their potential.

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[12] Fern, W. H., Aspects of Problem Perception and Problem Solving in Educational Administration, 186 pp.

[13] Shepard, W. T., A Study of Educational Administration 230, Principles and Processes of Educational Administration, p. 104.

[14] Broadhead, W. R., A Study of the Use of Simulated Materials as a Method of Instruction in Educational Administration, p. 58.

Weinberger[15] conducted a similar survey in 1965 and his findings were similar to those of the Broadhead study. His conclusions echoed the earlier Broadhead statement that both professors and participants were enthusiastic about simulation. He also made a number of recommendations for improved use of simulation: The need for programming a teaching machine or computer which would provide feedback of consequences; need for greater reality in problem situations, such as by filming; and the need to minimize the large amount of background material, which could be achieved by allowing a group to derive its own background as it proceeds.

Although simulation has been used extensively in educational administration, other fields of education have also utilized this technique. Wallen[16] reported on a reading project which used simulation to instruct elementary teachers in the reading deficiencies of individual children.

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[15] Weinberger, M. J., The Use of Simulation in the Teaching of School Administration, pp. 181-184.

[16] Wallen, C. J., "Developing Referential Categories with Instructional Simulation," Paper presented February 18, 1966, at the AERA Annual Meeting in Chicago, Illinois as part of a symposium entitled "Laboratory Simulation: New Developments in Instruction and Research."

The classroom simulation technique has a variety of applications to the problems of teacher preparation. Twelker[17] reports that simulation has been under development in Oregon since 1961. With support of NDEA Title VII funds, Kersh at the Center for Teaching Research, Oregon State System of Higher Education, Monmouth, Oregon, constructed a classroom simulation facility which utilized films and other materials to realistically portray a variety of classroom problems. Kersh[18] developed some 60 filmed problems based on the most typical experiences of student teachers.

Vlcek[19] investigated the effect and transfer value of a classroom simulator technique in a 1965 study. An experimental and control group design was used to test the effectiveness of teacher-trainees in identifying and solving classroom problems prior to their student teaching experience. He found that the experimental group, which received the simulator experience, was significantly better in coping and being aware of more principles used in handling the simulated classroom problems.

The in-basket problem is one specific application of simulation and is based on the assumption that communications which an administrator receives are indicative of the kinds of decisions he must make. It is usually employed as an exercise in individual decision-making.

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[17] Twelker, P. A., "Simulation Applications in Teacher Education," Paper presented February 18, 1966, at the American Educational Research Association annual meeting in Chicago, Illinois, as part of a symposium entitled "Laboratory Simulation: New Developments in Instruction and Research."

[18] Kersh, B. Y., Classroom Simulation: A New Dimension in Teacher Education, 101 pp.

[19] Vlcek, C. W., Assessing the Effect and Transfer Value of a Classroom Simulator Technique, 190 pp.

Business and industry have successfully utilized the in-basket problem in decision-making. Greenlaw[20] has succinctly stated the application of the in-basket problem to management training:

> Each member of the training group, working individually, is usually given from an hour to an hour and a half to study over the problem presented and to indicate in writing what action he wishes to take on each of his In-Basket items, together with his reasons for each decision. Once this decision-making period has been completed, the various courses of action taken individually are usually compared and analyzed--either by the total training class, small "buzz groups," or both.

The Whitman School project provided one of the first and most noteworthy applications of the in-basket problem to educational administration. As discussed earlier in this chapter, the Whitman study had participating principals respond to various simulated problems by the in-basket technique. Frederiksen's[21] evaluation of the project included the following statement on the effectiveness of the in-basket.

> The simulation of a standard job in educational administration through the use of in-baskets has proven to be succesful as a method of collecting records of administrative performance which can be scored reliably, and yields scores which are useful in providing a better understanding of some of the dimensions of performance in such a situation.

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[20] Greenlaw, Paul; Herron, L. W.; and Rawdon, R. H., Business Simulation in Industry and University Education, p. 12.

[21] Frederiksen, Norman, "In-Basket Tests and Factors in Administrative Performance," in Simulation in Social Science: Readings, pp. 124-137.

There has been little application of simulation to the preparation of college and university administrators. Perhaps the most ambitious project is being conducted by the department of higher education at New York University. In-baskets representing the problems of a state college presidency and an academic dean in an urban university setting are being developed. White[22] indicates that such in-baskets have potential for assisting prospective administrators in learning whether they would be successful in an administrative position. In addition, they would also provide a practical basis for discussion of the decision-making process.

The Case Method of Instruction

Since its conception in the Administrative Career Program at Harvard University, the case method of instruction has been adapted to a wide variety of fields and settings.[23] In addition to use in business administration, cases helped revolutionize the study of law in the United States.[24] It has also been used extensively in public administration, social work, and more recently in college administration.

The National Association of Student Personnel Administrators, (commonly called NASPA), initiated a series of Harvard Case study seminars in 1953. This project was undertaken by Commission 111 of

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[22] White, Ellis, "Preparing College Administrators Through the 'In-Basket Technique'," Current Issues in Higher Education, 1963, pp. 278-279.

[23] Sargent, C. G., and Belisle, E. L., Educational Administration: Cases and Concepts, pp. ix-x.

[24] Bauer, R. C., Cases in College Administration, p. 28.

NASPA whose major concern is the development and training of student personnel administrators. Three regional case study seminars were held in 1954, 1955, and 1957. In 1957, the Commission developed the cases into a case book.[25]

Although the Harvard[26] graduate school of Business Administration has prepared several cases related to personnel work, the paucity of current materials reflect the need for updated cases.

Bauer[27] included three cases on student personnel work in his 1955 book in addition to cases in other administrative areas. Hodgkinson's[28] case book does not focus on student personnel problems, although several cases are relevant to the general area. Black[29] has published one case book on human relations which is a valuable general resource. He has also edited a loose-leaf course guide for in-service training of student personnel administrators.[30]

In the early 1950's several studies were conducted under the direction of Lloyd-Jones[31] at Teachers College, Columbia University.

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[25] Emmet, Tom, Report on NASPA Commission 111 1953-1963. 10 pp.

[26] Case Book, Pre-NASPA Conference, Seminar and Workshop, June 23-25, 1963, Northwestern University.

[27] Bauer, op. cit., p. 103.

[28] Hodgkinson, H. L., Educational Decisions: A Casebook, 1963, 141 pp.

[29] Black, B. R., Cases in Human Relations, 1963, 297 pp.

[30] Black. B. R., Cases in College Student Personnel Administration, 1964, 162 pp.

[31] Jones-Lloyd, Esther; Barry, Ruth; and Wolf, Beverly, Cases Studied in College Student Staff Relationships, 117 pp.

Shrewsbury, Wellington and Hall developed case materials which now appear in a publication titled, Case Studies in College-Student Staff Relationships.

A more recent problems casebook by Litwack, Holmes and O'Hern[32] is written for the purpose of bridging the gap between theory and practice. However, a number of the brief one-page "cases" are concerned with secondary school and have limited relevance to college student personnel work.

Summary

This chapter reviews some of the more relevant studies in the general area of simulation, the uses of the in-basket problem, and case sources in student personnel administration.

The review of the literature indicates that simulation materials have been utilized in the military, business and industry, government, counseling, and the medical profession. Little application has been apparent in higher education, although simulation materials have been used with considerable success in the preparation of secondary school administrators.

Despite the potential flexibility of simulation, the case method remains the primary focus in student personnel work. Several case books related to student personnel work are available, but few provide the necessary setting or adequate information for discussing administrative problems. The past contributions of the Harvard Business School and of NASPA are notable exceptions to current efforts to develop case materials which deal with issues of this decade. However, these past contributions could provide the framework for integrating the case method with simulation in order to provide greater versatility in the future preparation of student personnel administrators.

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[32] Litwack, Lawrence; Holmes, Lawrence; and O'Hern, Jane, Critical Issues in Student Personnel Work, 105 pp.

CHAPTER III

METHODOLOGY

General Description

The general objective of this study was to develop and test simulated case materials for the preparation of student personnel administrators. Four simulated cases were constructed and used in an eight week project involving 46 graduate students at Indiana University. An attitude questionnaire and six in-basket test items served as the basis for evaluating the project.

Selection of Sample

The population for this study consisted of 46 graduate students at Indiana University during the spring semester of the 1965-1966 school year. The students volunteered to participate in the eight week project. All participants, with the exception of two, were majors in student personnel. The project was offered under C-590, Research in Higher Education, with all students receiving one hour of academic credit.

The project participants first filled out a personal data sheet, Appendix A, which served as the basis for assignment to the control and experimental groups. Information from the data sheet revealed that of 46 participants, 24 were male, 22 female, 41 were Master's candidates, 5 were doctoral candidates, 39 were on the residence hall counseling staff, and 22 had prior teaching or administrative experience.

Project Design

The students were randomly assigned to the control and experimental groups on the basis of sex, educational experience, counseling position, and past experience. A breakdown of the control and experimental groups is shown in Table 1.

TABLE 1. DESCRIPTION OF SUBJECTS IN CONTROL AND EXPERIMENTAL GROUPS

Group	Male	Female	Master's candidate	Doctoral candidate	Counseling staff	Past experience
Group 1 (Lecture--Simulation)	12	11	20	3	20	12
Group 2 (Simulation--Lecture)	12	11	21	2	19	10
Total	24	22	41	5	39	22

Group 1 was given the lecture method for the first four weeks while group 2 received simulated cases over the same problem areas. In the remaining four weeks, the two groups were given the contrasting instructional technique. The usual method of designating groups as experimental and control was used although the experimental design provided both groups with the opportunity to experience the contrasting method of instruction.

The weekly schedule of case topics and evaluations is provided in Table 2.

TABLE 2. WEEKLY SCHEDULE OF CASE TOPICS AND EVALUATION

Week	Case topics	Evaluation
1	Introduction to Simulation Staffing	
2	Staffing	In-basket test "A"
3	Fraternity Discrimination	In-basket test "B"
4	Recognition of Student Groups	In-basket test "C"
5	Staffing	
6	Staffing	
7	Fraternity Discrimination	
8	Recognition of Student Groups	In-basket test "D" Final Evaluation

McKeachie[1] has mapped out the pitfalls of comparing the results of one method with those obtained by teaching the same material by another technique. If a group is given the opportunity to take a class utilizing an unusual method, it is often sufficient to change the behavior of the participants. However, the "Hawthorne effect" was minimized by informing both groups in advance that the subject matter and instructional techniques would be the same in both groups--only the sequence of lecture and simulation would vary. Consequently the terms experimental and control were not used during the conduct of the project. For the purposes of discussing the results of the project, Group 1 (Experimental) and Group 2 (Control) will be used.

Although reducing the "Hawthorne effect" was admittedly a difficult matter, Sanford[2] has provided a useful perspective for the conduct of educational research:

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[1] McKeachie, W. J., "Procedures and Techniques of Teaching," in The American College, 1962, p. 318.

> Proposals of educational experiments often meet with the response: "The experiment is bound to succeed because it is something new and because the experimenters want it to succeed. Effects would be due to these factors as well as to the new conditions that you propose to establish, so what could you conclude? One answer, which follows from the general argument being advanced here, is: We could conclude that more experimental programs ought to be set up."
>
> The problems of research design involved in educational experimentation of this kind are serious; but they are not too serious. It would not take too much ingenuity to arrange things in such a way that sound knowledge could be derived from the carrying out of new programs. If students are affected by the knowledge that they are taking part in an experiment, then there would be a control group of students who also felt that they were taking part in an experiment.

By giving both groups the lecture and simulation treatments, the final evaluation provided information on the timing of the lecture and simulation in addition to the scores on the in-basket tests. Questions relating to the value of simulation depending on whether the lecture preceded or followed was provided by alternating the treatments after the fourth week.

Test scores from the first three in-basket test items also provided a comparison of performance during the first four weeks. The three tests were given in the second, third and fourth weeks. An additional in-basket test and project evaluation were given at the completion of the project.

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[2] Sanford, Nevitt, "Research and Policy in Higher Education," in The American College, 1962, p. 1024.

The Development of Case Materials

Simulated cases were developed around three general problem areas: selection and staffing of personnel services; recognition of student political action groups; and fraternity discrimination.

These problem areas were selected on the basis of the following criteria: (1) the relevance of the case to the duties of the Dean of Students; and (2) the relevance of the case to current problems facing administrative deans.

In light of the projected increases in student personnel workers, and the re-occurring nature of the activity, selection and staffing will continue to occupy a considerable slice of administrative time. Williamson[3] has noted that this area will soon call for increased attention, particularly since so little has been written about the selection of student personnel administrators. An insightful analysis by Mueller[4] has also underscored the need to examine the recruiting practices in student personnel work.

Problems related to Greek letter organizations have long plagued administrators at all levels. Recent civil rights legislation, particularly the Civil Rights Act of 1964,[5] has raised questions about discriminatory practices in fraternities. The increased financial involvement of the federal government coupled with a more academic minded student body, reflect the increased pressure facing many fraternities as well as administrators.

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[3] Williamson, E. G., Student Personnel Services in Colleges and Universities, 1961, p. 122.

[4] Mueller, K. H., "Some Problems of Recruiting in College Personnel," The Journal of College Student Personnel 4:215-219, June, 1963.

[5] Hartmann, C. J., Jr., "Fraternities: Equal Protection Under the Fourteenth Amendment and the Civil Rights Act of 1964," The Journal of College Student Personnel 6:348-358, November, 1965.

Interested observers need look no further than recent history at Indiana University to note the increased growth of political action groups, although there is also considerable agitation at other multiversities. Questions related to the recognition of such groups as the Young Socialist Alliance and the DuBois Club are ultimately concerned with basic concepts of freedom, authority and democracy, to name a few. Such philosophical concerns should provide the administrator on the firing line with guides to action--guides which can be examined through the use of simulated cases.

Three Indiana University student personnel administrators gave the lectures on the same topic as the simulated cases. The lectures were selected on the basis of functional relationship of their administrative position to the lecture topic. An outline of the lecture topics, lectures, and administrative positions is provided in Table 3.

TABLE 3. PROJECT LECTURERS, TOPICS, AND ADMINISTRATIVE POSITIONS

Lecturer	Topic	Administrative position
Alfred T. Matthews	Selection and Staffing	Head Counselor, Halls of Residence
Herbert E. Smith	Fraternity Discrimination	Director, Fraternity Affairs
Thomas C. Schreck	Recognition of Student Groups	Director, Student Activities

A description of the various simulated materials which were developed in the project follows:

1. Background information for the simulated Midwestern State University was developed, Appendix B. The materials included information on enrollment, faculty, student body, and campus life. Transparencies for use with an overhead projector were utilized in presenting the organizational structure of the simulated institution. Additional transparencies were used in the introduction of simulation to the students.

2. Development of the Simulated Staffing Case, Appendix C. The case materials included an introduction to the simulated case problem, a list of criteria to be used in the selection and placement of student personnel workers, a job description of the Dean of Men's position, and three credentials complete with letters of recommendation.

3. Audio-visual materials were used to augment the written materials in the staffing case. Three ten-minute taped interviews with candidates for the Dean of Men's position were developed to correspond with the credentials. Transparencies were used to introduce the staffing problem via a telegram, to orient students with the organizational chart of the student personnel division, and to illustrate the job description of the vacant staff position.

4. Development of the Simulated Fraternity case, Appendix D. The case materials included an introduction to the problem, letter from student concerning fraternity discrimination, Midwestern State University policy statement regarding organizational discrimination, and a 20-minute taped speech by the Dean of Students given at an Interfraternity Council banquet.

5. Development of the Recognition of Student Political Action groups case materials. This simulated case focused on the organization and recognition procedures of the Young Socialist Alliance group. The case was modeled after the YSA case which occurred at Indiana University. Simulated materials for the case were presented in chronological order. Four items, including the introduction to the problem, letter from faculty advisor, request from YSA for recognition and a letter from a Midwestern State University alumna, are presented in Appendix E. Additional materials which include correspondence between the Dean of Students and faculty advisor, regulations on recognition of campus organizations, and the constitution of the Young Socialist Alliance are not in the appendix due to excessive length.

6. Development of in-basket test items. An in-basket test has been defined previously as an item of correspondence which has accumulated in the in-basket of an administrator and which calls for judgments on his part. Since the simulated cases focused on the role of the generalist, in-basket items were developed which related to the position of Dean of Students. In-basket items were selected from administrative problems which have been handled by Robert H. Shaffer, Dean of Students at Indiana University. It was assumed that problems handled by Dean Shaffer were similar to problems faced by deans at other large state universities.

The review of related research chapter indicated that in-baskets have been used primarily for instructional purposes, although testing of administrative performance has been a secondary purpose. In this study, the in-basket tests were used to obtain a measure of performance from students in the simulation and lecture sections during the first four weeks of the project and again at the conclusion of the eighth week. This means of measuring performance was adopted to test the past claims of simulation--namely, that simulation provides the setting to explore alternative ways of responding to an administrative problem.

7. Scoring of in-basket test items. The objective of the scoring scheme was to capture in writing how the individual might react to a typical administrative problem as a dean of students. The attempt was made to get the student to behave spontaneously as though he were on the job.

At the conclusion of each in-basket test, the students had produced a large number of handwritten documents, such as memoranda, letters, and notations of phone calls. Since the students were directed to actually perform as a dean of students, their responses to in-basket items were considered a course of action for that problem. The scoring system was concerned with the content of performance, or with the action taken by the student.

The in-basket tests were analyzed by a three member panel of judges. The three lecturers named in Table 3 served as judges on the basis of their professional qualifications and their extensive knowledge of the simulated university setting, case problems, and in-basket problems. Each panel member took the in-basket tests. Their courses of action for each test were combined to form partial scoring categories. After completion of the project, the student courses of action for each item were added to the list obtained from the panel. Only those responses which differed from the board's original list were added. The combined list of courses of action for each item comprised the scoring categories.

The courses of action list for each in-basket item was given to the board of judges for rating. The criterion for rating was the appropriateness of the course of action to resolving the problem situation. Appropriateness was based on the relevance of a given course of action to the available background information in the problem and the background material on Midwestern State University.

An example of the procedure used by the board of judges in determining the final courses of action list for an in-basket item is illustrated in Table 4. The courses of action were scored for appropriateness by placing a 1 or a 0 in the scoring category next to the item. A 1 indicated that the course of action was appropriate whereas a 0 meant the action was inappropriate.

Table 4 shows that of the 12 courses of action taken by students, seven were considered an appropriate action by the board of judges. In order to eliminate a course of action from the final list, unanimity was required among the judges. In the Smith Letter in-basket, the judges agreed that five actions were not appropriate. The six in-basket test items and courses of action for each of the items are included in Appendix E.

TABLE 4. COURSES OF ACTION FOR SMITH LETTER IN-BASKET ITEM

		Courses of action
0	A.	Have secretary make appointment to see John Smith.
1	B.	Reply to Mr. Smith's letter regarding his son's academic situation.
1	C.	Send carbon copy of letter to John Smith's academic advisor.
1	D.	Have secretary find out additional information on student before taking further action.
0	E.	Have Director of Student Activities write Mr. Smith explaining the rationale for a student activities program, grading policies, and the in loco parentis doctrine.
1	F.	Refer to Dean of Men for appropriate action.
0	G.	Write reminder to look up additional information on student.
1	H.	Personally check on academic performance and activities of student before writing father.
1	I.	Contact student's residence hall counselor to see what can be done.
1	J.	Contact faculty advisor for further information on student's academic performance.
0	K.	Request counseling center to see student.
0	L.	Inform counseling center of letter.

The six in-basket test items used in evaluating student performance were selected from four in-basket packets, A, B, C, and D. The items were selected from the 17 in-basket problems on the basis of the number of available courses of action. An item had to provide a minimum of six alternative courses of action to be included in the final list. A description of the individual items in the four in-baskets is included in Appendix G.

The Questionnaire

A student evaluation questionnaire was administered at the final session of the project. A copy of the instrument is included in Appendix H. The purpose of the instrument was to obtain student reaction to the following areas:

1. Section 1 asked students to rate the value of the simulated case study materials, class discussion of simulated cases, in-basket tests, and information provided in the lectures.

2. Section 2 was concerned with the order of presentation of simulation and lectures in addition to the potential value of simulation in administrative preparation programs.

3. Section 3 examined the potential of simulation in relating theory to practice, in providing a setting to develop experience in discussing administrative problems, and in considering the consequences of various courses of action while in the role of a practicing administrator.

4. Section 4 provided the students with the opportunity to express their reaction to the project. This section was separate from the remainder of the questionnaire which allowed the student responses to be anonymous.

The students responded to the questionnaire on a five-point scale with the following assigned values: 5, Very Great; 4, Considerable; 3, Moderate; 2, Slight; and 1, Very Slight. This scale designation has been used previously by Broadhead[6] in surveying the use of simulated materials in educational administration.

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[6] Broadhead, W. R., A Study of the Use of Simulated Materials as a Method of Instruction in Educational Administration, p. 175.

Reliability of Questionnaire

The reliability of the rating scale instrument, or the extent to which the results can be reproduced, is of vital importance to the results of the project. A test-retest method of determining reliability was used since only one form of the instrument was developed.

Lindquist[7] has pointed out the applicability of the test-retest method in the following statement:

> The method of repeated administration perhaps may be safely employed only when the individual's responses in the second testing are not a function of his memory of specific information or of his ability to recall the responses made by him in the first testing.

The rating scale measured student judgments of various aspects of the project rather than factual information.

Thirty days after the first administration of the instrument, the students were sent the same questionnaire. Eighty-five per cent of the students responded to the re-test of the instrument. Pearson product moment coefficient was used in determining reliability.

Test-retest reliability focused on the Section 1 questions relating to the value of simulated case materials, class discussion of simulated cases, in-basket tests, and information provided in the lectures. The test re-test means, standard deviations, and correlations for the four test questions are shown in Table 5.

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[7] Lindquist, E. F., A First Course in Statistics, p. 220.

TABLE 5. TEST RE-TEST MEANS, STANDARD DEVIATIONS, AND CORRELATIONS

Item	Test		Re-test		Correlation
	Mean	S.D.	Mean	S.D.	
Simulated case materials	4.15	.71	4.05	.72	.39
Simulation discussions	3.89	.75	4.02	.74	.75
In-baskets	3.92	.84	3.87	.86	.42
Lectures	2.72	.86	2.82	.79	.66

The information in Table 5 indicates a reasonable degree of consistency on the test-retest group means while individual variance was greater on the correlations. Although the questions were concerned with personal judgment, correlations of .66 and .75 indicate substantial reliability. Lower correlations of .39 and .42 can be partly attributed to the limited range on the scale. A change of one point on the scale would mean an equivalent change of one standard deviation.

An analysis of the movement between scales provides additional information on the reliability of the instrument. The five-point scale was reduced to three categories--high, medium and low to determine the agreement between responses on the two tests. Scales 4 and 5 represented the high scores, scale 3 the medium score, and scales 1 and 2 the low scores.

Table 6 shows the per cent agreement between test re-test scores on the value of the simulated case materials. The vast majority, 85 per cent, were in agreement in the high value range while the over-all agreement was 77 per cent.

TABLE 6. PER CENT AGREEMENT BETWEEN TEST RE-TEST SCORES ON VALUE OF SIMULATED CASE MATERIALS

Scale	1st test responses	2nd test responses	Per cent agreement
High	34	29	.85
Medium	4	1	.25
Low	1	0	.00
Total	39	30	.77

The per cent agreement between test re-test scores on the value of class discussion of simulated cases is shown in Table 7. Ninety-three per cent of the high range group were in agreement with their test re-test scores, with an over-all agreement of 85 per cent.

TABLE 7. PER CENT AGREEMENT BETWEEN TEST RE-TEST SCORES ON VALUE OF CLASS DISCUSSION OF SIMULATED CASES

Scale	1st test responses	2nd test responses	Per cent agreement
High	30	28	.93
Medium	7	4	.57
Low	2	1	.50
Total	39	33	.85

Table 8 presents the per cent agreement between test re-test scores on the value of the in-basket tests. Eighty-two per cent of the respondents in the high value scale were in agreement, with an over-all agreement of 74 per cent.

TABLE 8. PER CENT AGREEMENT BETWEEN TEST RE-TEST SCORES ON VALUE OF IN-BASKET TESTS

Scale	1st test responses	2nd test responses	Per cent agreement
High	28	23	.82
Medium	9	5	.55
Low	2	1	.50
Total	39	29	.74

The per cent agreement between test re-test scores on the value of the information provided in the lectures is shown in Table 9. Eighty-six per cent were in agreement in the high value range, while the over-all scale agreement was 67 per cent.

TABLE 9. PER CENT AGREEMENT BETWEEN TEST RE-TEST SCORES ON VALUE OF INFORMATION PROVIDED IN LECTURES

Scale	1st test responses	2nd test responses	Per cent agreement
High	7	6	.86
Medium	17	11	.65
Low	15	9	.60
Total	39	26	.67

An over-all agreement of 76 per cent for the four questions indicates considerable reliability for the instrument.

Treatment of Data

The analysis of variance single and multiple classification models were used to evaluate the results. These models permitted the testing of separate variables within each of the null hypotheses, and also provided greater sensitivity.[8]

The analysis of variance multiple classification model required computing the following:

$$SS_t = \Sigma X^2 - \frac{(\Sigma X)^2}{N}$$

$$SS_g = (\Sigma X_1)^2 + (\Sigma X_2)^2 = + \text{------} (\Sigma X_m)^2 - \frac{(\Sigma X)^2}{N}$$

$$SS_w = SS_t - (SS_g + SS_i)$$

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[8] Edwards, Allen L., Statistical Methods for the Behavioral Sciences, 1954, 542 pp.

Where:

SS_t = Sum of squares for total

SS_g = Sum of squares for group

SS_w = Sum of squares for within

SS_i = Sum of squares for interaction

k_m = Number of cases in a given group

X_m = Number of scores in a given group

N = Total number of cases

The mean square values were obtained by dividing the sum of squares by the corresponding degrees of freedom.

To test the significance of any differences which were found the following F value was computed:

$$F = \frac{\text{Group mean square}}{\text{Within mean square}}$$

By consulting a table of F values and knowing the degrees of freedom, the significance of the F ratio at a specific level of confidence was computed. The investigator selected the five per cent and one per cent levels as significant.

CHAPTER IV

ANALYSIS OF RESULTS

The primary purposes of this research were to develop and evaluate simulated case materials for the preparation of student personnel administrators. An experimental design consisting of lecture method and simulated case method was used in the conduct of the study. To measure the effectiveness of simulation, the analysis of variance statistical model was utilized. The assumption was made that if significant differences existed between the experimental and control groups and the methods of instruction, such differences could in part be attributed to the research design.

The results of the application of the statistical techniques are presented in the following discussion. The 10 null hypotheses are discussed in the same order as presented in Chapter I, using group means to assist in the presentation of the data.

Null Hypothesis 1

> There is no significant difference in the value of the simulated case materials, in-basket problems, and lectures to students in the experimental and control groups.

Table 10 presents the experimental and control group means on the value of the simulated case materials, class discussion of simulated cases, in-basket tests, and information provided in the lectures.

The first null hypothesis postulated that the value of the simulated cases would be reflected uniformly by the experimental and control groups. An "F" value exceeding 4.06 with 1 to 44 degrees of freedom would be necessary to reject the null hypothesis at the five per cent level of confidence. From an inspection of Table 11, it can be seen that the "F" value of 3.84 for the variance of the groups is not enough to reject the null hypothesis at the five per cent level.

TABLE 10. COMPARISON OF EXPERIMENTAL AND CONTROL GROUP MEANS ON THE VALUE OF SIMULATED CASE MATERIALS, CLASS DISCUSSION OF SIMULATED CASES, IN-BASKET TESTS, AND INFORMATION PROVIDED IN LECTURES

Group	Item			
	Case materials	Case discussion	In-basket tests	Lectures
Experimental (lecture-simulation)	4.35	3.86	3.91	2.65
Control (simulation-lecture)	3.96	3.86	3.87	2.91

TABLE 11. ANALYSIS OF VARIANCE OF EXPERIMENTAL AND CONTROL GROUP SCORES ON VALUE OF SIMULATED MATERIALS

Source of variation	Degrees of freedom	Sum of squares	Mean squares	"F" values
Groups	1	1.7609	1.7609	3.84
Within	44	20.1739	0.4585	
Total	45	21.9348		

Shown in Tables 12, 13, and 14 are the analyses of variance for the value of simulated case discussion, in-basket tests and lectures. There were no significant differences between the experimental and control groups for these data.

TABLE 12. ANALYSIS OF VARIANCE OF EXPERIMENTAL AND CONTROL GROUP SCORES ON VALUE OF SIMULATED CASE DISCUSSIONS

Source of variation	Degrees of freedom	Sum of squares	Mean squares	"F" value
Groups	1	0.0000	0.0000	0.0000
Within	44	25.2174	0.5731	
Total	45	25.2174		

TABLE 13. ANALYSIS OF VARIANCE OF EXPERIMENTAL AND CONTROL GROUP SCORES ON VALUE OF IN-BASKET TESTS

Source of variation	Degrees of freedom	Sum of squares	Mean squares	"F" value
Groups	1	0.0217	0.0217	0.0295
Within	44	32.4248	0.7372	
Total	45	32.4565		

TABLE 14. ANALYSIS OF VARIANCE OF EXPERIMENTAL AND CONTROL GROUP SCORES ON VALUE OF LECTURES

Source of variation	Degrees of freedom	Sum of squares	Mean squares	"F" value
Groups	1	0.0217	0.0217	0.0295
Within	44	32.4348	0.7372	
Total	45	32.4565		

Null Hypothesis 2

There is no significant difference in the value of the simulated case materials and the lectures to students in the project.

From Table 15, the F-value for lectures and case materials is 7.41. This value exceeded both the five per cent significance level of 3.95 and the one per cent level of 6.86. The null hypothesis is rejected at the one per cent level as student perceived greater value with the simulated case materials.

TABLE 15. ANALYSIS OF VARIANCE OF STUDENT SCORES ON VALUE OF SIMULATED CASES AND LECTURES

Source of variation	Degrees of freedom	Sum of squares	Mean squares	"F" values
Groups	1	0.09783	0.09783	.013
Items	1	43.14130	43.14130	7.41**
Within	88	51.21739	0.58202	
Interaction	1	2.44565	2.44565	4.20*
Total	91	96.90217		

*Significant at the five per cent level of confidence.

**Significant at the one per cent level of confidence.

Null Hypothesis 3

There is no significant difference in the value of the simulated case discussions and the lectures to students in the project.

Table 16 shows that the F-value for simulated case discussions and lectures is 4.25. The value exceeds the five per cent confidence level of 3.95 which rejects the null hypothesis at that level. Students perceived greater value with the simulated case discussions than with the lectures.

TABLE 16. ANALYSIS OF VARIANCE OF STUDENT SCORES ON VALUE OF SIMULATED CASE DISCUSSIONS AND LECTURES

Source of variation	Degrees of freedom	Sum of squares	Mean squares	"F" values
Groups	1	0.3913	0.3913	.044
Items	1	27.1739	27.1739	4.25*
Within	88	56.2609	.6393	
Interaction	1	.3913	.3913	.044
Total	91	84.2174		

*Significant at the five per cent level of confidence.

Null Hypothesis 4

> There is no significant difference in the value of the in-basket problems and the lectures to students in the project.

In Table 17, the F-value for in-basket problems and lectures is 3.91. Since a value of 3.95 is needed for rejection at the five per cent level, the null hypothesis cannot be rejected. The value of 3.91 falls at the .06 level of confidence.

TABLE 17. ANALYSIS OF VARIANCE OF STUDENT SCORES ON VALUE OF IN-BASKET PROBLEMS AND LECTURES

Source of variation	Degrees of freedom	Sum of squares	Mean squares	"F" values
Groups	1	.2717	.2717	.040
Items	1	28.2717	28.2717	3.91
Within	88	63.4782	.7213	
Interaction	1	.5326	.5326	.013
Total	91	92.5544		

Past research projects have noted various uses of simulation as a teaching technique. Hypotheses 5 and 6 were concerned with evaluating the effectiveness of two potential uses of simulation.

Hypothesis 5

There is no significant difference in providing a bridge from the classroom to practical experience between the experimental and control groups.

Hypothesis 6

There is no significant difference in providing a setting to develop experience in the process of thinking through various aspects of a real problem situation between the experimental and control groups.

Table 18 provides the experimental and control group means on the effectiveness of simulation in providing a bridge from theory to practice, and in providing a setting to develop experience in the process of thinking through various aspects of a real problem situation. All mean values were within the "4" range which indicates that the students placed "considerable" value on the effectiveness of simulation.

TABLE 18. COMPARISON OF EXPERIMENTAL AND CONTROL GROUP MEANS ON THE EFFECTIVENESS OF SIMULATION IN PROVIDING A BRIDGE FROM THEORY TO PRACTICE AND IN PROVIDING A SETTING TO DEVELOP EXPERIENCE IN PROBLEM-SOLVING SITUATIONS

Group	Item	
	Theory to practice	Problem solving
Experimental	4.00	4.47
Control	4.17	4.26

The F-values in Tables 19 and 20 were well below the 4.06 significance level needed to reject the null hypotheses.

TABLE 19. ANALYSIS OF VARIANCE OF EXPERIMENTAL AND CONTROL GROUP SCORES ON THE EFFECTIVENESS OF SIMULATION IN PROVIDING A BRIDGE FROM THEORY TO PRACTICE

Source of variation	Degrees of freedom	Sum of squares	Mean squares	"F" value
Groups	1	.3478	.3478	.5605
Within	44	27.3043	.6206	
Total	45	27.6522		

TABLE 20. ANALYSIS OF VARIANCE OF EXPERIMENTAL AND CONTROL GROUP SCORES ON THE EFFECTIVENESS OF SIMULATION IN PROVIDING EXPERIENCE IN PROBLEM-SOLVING

Source of variation	Degrees of freedom	Sum of squares	Mean squares	"F" value
Groups	1	.5435	.5435	1.31
Within	44	18.1739	.4130	
Total	45	18.7174		

Hypothesis 7

There is no significant difference on three potential uses of simulation between the experimental and control groups.

Table 21 presents the experimental and control group means on the potential use of simulation in conjunction with course work, following course work, and while serving in a full-time administrative position after completing graduate work. Five of the six mean values are within the "4" or "considerable," scale range which indicates that the students view simulation as having potential in a variety of settings.

TABLE 21. COMPARISON OF EXPERIMENTAL AND CONTROL GROUP MEANS ON THE POTENTIAL USE OF SIMULATION IN CONJUNCTION WITH COURSE WORK, FOLLOWING COURSE WORK, AND WHILE SERVING IN A FULL-TIME ADMINISTRATIVE POSITION AFTER COMPLETING GRADUATE WORK

Group	Item		
	With course work	Following course work	Administrative position
Experimental	4.61	4.30	3.48
Control	4.52	4.04	4.17

Shown in Tables 22, 23, and 24 are the analyses of variance for the three potential uses of simulation. In Table 24, the F-value of 9.05 exceeds the 7.24 value at the one per cent level of confidence. This indicates that the control group (Simulation-Lecture) perceived significantly greater value in the potential use of simulation while serving in a full-time administrative position than the experimental (Lecture-Simulation) group. Part C of the null hypothesis was thus rejected at the one per cent level of confidence.

TABLE 22. ANALYSIS OF VARIANCE OF EXPERIMENTAL AND CONTROL GROUP SCORES ON THE POTENTIAL USE OF SIMULATION IN CONJUNCTION WITH COURSE WORK

Source of variation	Degrees of freedom	Sum of squares	Mean squares	"F" value
Groups	1	.0870	.0870	.2895
Within	44	13.2174	.3004	
Total	45	13.3043		

TABLE 23. ANALYSIS OF VARIANCE OF EXPERIMENTAL AND CONTROL GROUP SCORES ON THE POTENTIAL USE OF SIMULATION FOLLOWING COURSE WORK

Source of variation	Degrees of freedom	Sum of squares	Mean squares	"F" value
Groups	1	.7826	.7826	1.7368
Within	44	19.8261	.4506	
Total	45	20.6087		

TABLE 24. ANALYSIS OF VARIANCE OF EXPERIMENTAL AND CONTROL GROUP SCORES ON THE POTENTIAL USE OF SIMULATION WHILE SERVING IN A FULL-TIME ADMINISTRATIVE POSITION

Source of variation	Degrees of freedom	Sum of squares	Mean squares	"F" value
Groups	1	5.5652	5.5652	9.0547**
Within	44	27.0435	.6146	
Total	45	32.6087		

**Significant at the one per cent level of confidence.

Null hypotheses 8, 9, and 10 involved testing student performance on four in-baskets. In-baskets A, B and C were given during the first four weeks of the project while in-basket D was given in the eighth or final week. Since the instructional methods were rotated after four weeks, the analysis included in-baskets A, B and C as one group while in-basket D was treated as a separate group.

Null Hypothesis 8

> There is no significant difference in performance on the in-basket problems when comparing counseling and non-counseling staff students in the experimental and control groups.

Table 25 presents the mean values for the experimental and control groups as stratified by counseling and non-counseling position. The analyses of variance for the in-basket tests are shown in Tables 26 through 31. An "F" value of 4.07 with 1 to 42 degrees of freedom was necessary to reject the null hypothesis at the five per cent level of confidence. There were no significant differences between the experimental and control groups when stratified by counseling and non-counseling position.

TABLE 25. EXPERIMENTAL AND CONTROL GROUP MEANS STRATIFIED ON COUNSELING AND NON-COUNSELING POSITION A, B, C AND D IN-BASKET TESTS

Group	Test											
	A1		A5		B		C		ABC		D	
	Counseling	Non-counseling	Counseling	Non-counseling	Counseling	Non-counseling	Counseling	Non-counseling	Counseling	Non-counseling	Counseling	Non-counseling
Experimental	1.57	2.25	1.42	1.25	1.78	1.25	2.15	1.00	6.63	5.75	3.82	2.25
Control	2.00	1.33	1.10	1.33	1.75	1.33	1.75	2.00	6.50	6.00	2.60	2.33

TABLE 26. ANALYSIS OF VARIANCE OF EXPERIMENTAL AND CONTROL GROUP SCORES ON A1 IN-BASKET (JOHNSON LETTER)

Source of variation	Degrees of freedom	Sum of squares	Mean squares	"F" values
Groups	1	2.8328	2.8328	.3577
Counseling	1	3.1908	3.1908	.0001
Groups x counseling	1	.5822	.5822	2.6057
Within	42	42.0483	1.0011	
Total	45	48.6541		

TABLE 27. ANALYSIS OF VARIANCE OF EXPERIMENTAL AND CONTROL GROUP SCORES ON A5 IN-BASKET (FRATERNITY RUSH)

Source of variation	Degrees of freedom	Sum of squares	Mean squares	"F" values
Groups	1	.9389	.9389	.1743
Counseling	1	1.0156	1.0156	.0119
Groups x counseling	1	.7829	.7829	.5045
Within	42	19.8482	.4725	
Total	45	22.5856		

TABLE 28. ANALYSIS OF VARIANCE OF EXPERIMENTAL AND CONTROL GROUP SCORES ON B IN-BASKET (GRADUATE CENTER REQUEST)

Source of variation	Degrees of freedom	Sum of squares	Mean squares	"F" values
Groups	1	1.4117	1.4117	.0058
Counseling	1	.0819	.0819	2.7540
Groups x counseling	1	1.3926	1.3926	.0454
Within	42	20.3246	.4839	
Total	45	23.2108		

TABLE 29. ANALYSIS OF VARIANCE OF EXPERIMENTAL AND CONTROL GROUP SCORES ON C IN-BASKET (SAMUELS LETTER)

Source of variation	Degrees of freedom	Sum of squares	Mean squares	"F" values
Groups	1	4.4300	4.4300	.5917
Counseling	1	3.7395	3.7395	1.3912
Groups x counseling	1	2.0515	2.0515	3.3455
Within	42	36.2763	.8637	
Total	45	46.4973		

TABLE 30. ANALYSIS OF VARIANCE OF EXPERIMENTAL AND CONTROL GROUP SCORES ON A-B-C IN-BASKETS

Source of variation	Degrees of freedom	Sum of squares	Mean squares	"F" values
Groups	1	3.2215	3.2215	.0088
Counseling	1	.4594	.4594	1.1905
Groups x counseling	1	3.0297	3.0297	.0908
Within	42	98.1711	2.3374	
Total	45	104.8817		

TABLE 31. ANALYSIS OF VARIANCE OF EXPERIMENTAL AND CONTROL GROUP SCORES ON D IN-BASKET (MID-SEMESTER GRADES)

Source of variation	Degrees of freedom	Sum of squares	Mean squares	"F" values
Groups	1	18.1039	18.1039	1.5018
Counseling	1	15.0246	15.0246	3.8643
Groups x counseling	1	17.5003	17.5003	1.9648
Within	42	54.7429	1.3034	
Total	45	105.3717		

Null Hypothesis 9

> There is no significant difference in performance on the in-basket problems when comparing students with and without past administrative experience in the experimental and control groups.

Table 32 presents the mean values for the experimental and control groups when stratified on the basis of administrative experience. The analyses of variance for the in-basket tests are shown in Tables 33 through 38. An "F" value of 4.07 with 1 to 42 degrees of freedom was necessary to reject the null hypothesis at the five per cent level of confidence.

Two significant differences were found on the in-basket tests when the groups were stratified by experience. In Table 34, the analysis of variance value of 4.72 for in-basket A5 exceeded the five per cent confidence limit. The null hypothesis was rejected at the five per cent level. Students in the experimental group with past administrative experience scored significantly more responses on the test than students without past experience.

In Table 38, the "F" value of 7.20 for in-basket D was also significant at the five per cent level of confidence. Students in the experimental group scored significantly more responses on in-basket D than students in the control group.

TABLE 32. EXPERIMENTAL AND CONTROL GROUP MEANS STRATIFIED ON EXPERIENCE AND NON-EXPERIENCE FOR A, B, C AND D IN-BASKET TESTS

Group	Test											
	A1		A5		B		C		ABC		D	
	Counseling	Non-counseling	Counseling	Non-counseling	Counseling	Non-counseling	Counseling	Non-counseling	Counseling	Non-counseling	Counseling	Non-counseling
Experimental	2.10	1.38	1.80	1.07	1.50	1.84	1.80	2.07	6.60	6.38	3.10	3.92
Control	1.73	2.08	1.18	1.08	1.72	1.67	1.64	1.92	6.18	6.67	2.81	2.33

TABLE 33. ANALYSIS OF VARIANCE OF EXPERIMENTAL AND CONTROL GROUP SCORES ON A1 IN-BASKET (JOHNSON LETTER)

Source of variation	Degrees of freedom	Sum of squares	Mean squares	"F" values
Groups	1	.303	.303	.3094
Experience	1	.368	.368	.3759
Groups x experience	1	3.270	3.270	3.3426
Within	42	41.0754	.9782	
Total	45	45.016		

TABLE 34. ANALYSIS OF VARIANCE OF EXPERIMENTAL AND CONTROL GROUP SCORES ON A5 IN-BASKET (FRATERNITY RUSH)

Source of variation	Degrees of freedom	Sum of squares	Mean squares	"F" values
Groups	1	2.7277	2.7277	2.6213
Experience	1	1.8714	1.8714	4.7274*
Groups x experience	1	1.6825	1.6825	2.7323
Within	42	17.0761	.4066	
Total	45	23.3577		

*Significant at the five per cent level of confidence.

TABLE 35. ANALYSIS OF VARIANCE OF EXPERIMENTAL AND CONTROL GROUP SCORES ON B IN-BASKET (GRADUATE CENTER REQUEST)

Source of variation	Degrees of freedom	Sum of squares	Mean squares	"F" values
Groups	1	.6918	.6918	.0129
Experience	1	.4662	.4662	.4634
Groups x experience	1	.2272	.2272	.9405
Within	42	21.0408	.5014	
Total	45	22.4260		

TABLE 36. ANALYSIS OF VARIANCE OF EXPERIMENTAL AND CONTROL GROUP SCORES ON C IN-BASKET (SAMUELS' LETTER)

Source of variation	Degrees of freedom	Sum of squares	Mean squares	"F" value
Groups	1	.9335	.9335	.3138
Experience	1	.3480	.3480	.9288
Groups x experience	1	1.2322	1.2322	.0000
Within	42	39.9852	.9520	
Total	45	42.4989		

TABLE 37. ANALYSIS OF VARIANCE OF EXPERIMENTAL AND CONTROL GROUP SCORES ON A-B-C IN-BASKETS

Source of variation	Degrees of freedom	Sum of squares	Mean squares	"F" values
Groups	1	1.5803	1.5803	.0221
Experience	1	1.4263	1.4263	.0870
Groups x experience	1	.2368	.2368	.5877
Within	42	99.7799	2.3757	
Total	45	103.0233		

TABLE 38. ANALYSIS OF VARIANCE OF EXPERIMENTAL AND CONTROL GROUP SCORES ON D IN-BASKET (MID-SEMESTER GRADES)

Source of variation	Degrees of freedom	Sum of squares	Mean squares	"F" values
Groups	1	6.7036	6.7036	7.2073*
Experience	1	16.3525	16.3525	.2354
Groups x experience	1	11.8068	11.8068	3.5199
Within	42	58.1261	1.3839	
Total	45	92.9890		

*Significant at the five per cent level of confidence.

Null Hypothesis 10

> There is no significant difference in performance on the in-basket problems when comparing male and female students in the experimental and control groups.

Table 39 presents the mean values for the experimental and control groups when stratified on the basis of sex of the students. The analyses of variance for the in-basket tests are shown in Tables 40 through 45.

There were no significant differences between the experimental and control groups when stratified by sex of students. Table 45 shows an "F" value of 8.77 for in-basket D, which exceeds the 7.27 value needed for the one per cent level of confidence. However, this value compared the experimental and control groups without stratifying on the basis of sex. The experimental group scored significantly higher on in-basket D than the control group.

TABLE 39. EXPERIMENTAL AND CONTROL GROUP MEANS STRATIFIED ON SEX OF STUDENTS FOR A, B, C AND D IN-BASKETS

Group	Test											
	A1		A5		B		C		ABC		D	
	Coun-seling	Non-coun-seling	Coun-seling	Non-coun-seling	Coun-seling	Non-coun-seling	Coun-seling	Non-coun-seling	Coun-seling	Non-coun-seling	Coun-seling	Non-coun-seling
Experimental	1.67	1.73	1.58	1.18	1.42	2.00	2.00	1.91	6.25	6.73	3.08	4.09
Control	1.75	2.09	1.17	1.09	1.67	1.73	1.58	2.00	6.08	6.82	2.58	2.55

TABLE 40. ANALYSIS OF VARIANCE OF EXPERIMENTAL AND CONTROL GROUP SCORES ON A1 IN-BASKET (JOHNSON LETTER)

Source of variation	Degrees of freedom	Sum of squares	Mean squares	"F" values
Groups	1	.6582	.6582	.5471
Sex	1	.7689	.7689	.4415
Groups x sex	1	1.0061	1.0061	.2152
Within	42	44.0076	1.0477	
Total	45	46.4408		

TABLE 41. ANALYSIS OF VARIANCE OF EXPERIMENTAL AND CONTROL GROUP SCORES ON A5 IN-BASKET (FRATERNITY RUSH)

Source of variation	Degrees of freedom	Sum of squares	Mean squares	"F" values
Groups	1	1.0016	1.0016	1.6232
Sex	1	1.0872	1.0872	1.4352
Groups x sex	1	1.4363	1.4363	.6686
Within	42	19.1288	.4554	
Total	45	22.6539		

TABLE 42. ANALYSIS OF VARIANCE OF EXPERIMENTAL AND CONTROL GROUP SCORES ON B IN-BASKET (GRADUATE CENTER REQUEST)

Source of variation	Degrees of freedom	Sum of squares	Mean squares	"F" values
Groups	1	1.9725	1.9725	.0031
Sex	1	.7841	.7841	2.5284
Groups x sex	1	1.1899	1.1899	1.6661
Within	42	19.7651	.4705	
Total	45	23.7116		

TABLE 43. ANALYSIS OF VARIANCE OF EXPERIMENTAL AND CONTROL GROUP SCORES ON C IN-BASKET (SAMUELS' LETTER)

Source of variation	Degrees of freedom	Sum of squares	Mean squares	"F" values
Groups	1	1.0871	1.0871	.3211
Sex	1	.4347	.4347	.3211
Groups x sex	1	.6524	.6524	.7795
Within	42	39.8258	.9482	
Total	45	42.1000		

TABLE 44. ANALYSIS OF VARIANCE OF EXPERIMENTAL AND CONTROL GROUP SCORES ON A-B-C IN-BASKETS

Source of variation	Degrees of freedom	Sum of squares	Mean squares	"F" values
Groups	1	4.4117	4.4117	.0071
Sex	1	.2121	.2121	1.8258
Groups x sex	1	4.2378	4.2378	.0825
Within	42	96.9848	2.3091	
Total	45	105.8464		

TABLE 45. ANALYSIS OF VARIANCE OF EXPERIMENTAL AND CONTROL GROUP SCORES ON D IN-BASKET (MID-SEMESTER GRADES)

Source of variation	Degrees of freedom	Sum of squares	Mean squares	"F" values
Groups	1	5.3287	5.3287	8.7742**
Sex	1	14.6364	14.6364	1.9719
Groups x sex	1	14.1983	14.1983	2.2921
Within	42	57.4697	1.3683	
Total	45	91.6331		

**Significant at the one per cent level of confidence.

In addition to testing the 10 null hypotheses, the investigator was also interested in determining whether students would have preferred the lecture or simulation method first. The experimental group which received simulation followed by lecture was asked, "Do you think simulation would have been more valuable if it had followed the lectures?" Twelve students answered yes while 11 indicated no.

In the control group, lecture followed by simulation, the students were asked, "Do you think simulation would have been more valuable if it had preceded the lectures?" Four students said yes while 19 indicated no.

Table 46 shows the per cent of students in the experimental and control groups who preferred simulation preceding and following the lecture method.

TABLE 46. PER CENT OF STUDENTS IN THE EXPERIMENTAL AND CONTROL GROUP WHO PREFERRED SIMULATION PRECEDING AND FOLLOWING THE LECTURE METHOD

Group	Preference	
	Simulation before lecture	Simulation after lecture
Experimental (simulation-lecture)	52	48
Control (lecture-simulation)	17	83

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purposes of this research were to develop and test simulated case materials for the preparation of student personnel administrators. As the need for additional college and university administrators increases, the traditional lecture-discussion method of instruction may not be sufficient to develop the skilled professional who is fully aware of the intricate relationships between textbook theory and the realities of administrative practice. New teaching techniques as well as curricular innovations will be needed to meet not only the increasing requirements for administrators, but also the rapidly increasing demands on professors of higher education.

Summary of Procedure

Four simulated cases were developed for use in an eight week research project involving 46 graduate students at Indiana University during the spring semester of 1965-1966. The students were randomly assigned to an experimental and control group on the basis of sex, educational experience, past administrative, teaching experience, and counseling position. The experimental group received the lecture method of instruction for the first four weeks while the control group was given simulated cases over the same problem areas. In the remaining four weeks, the two groups were given the contrasting instructional treatment.

The simulated cases focused on three general problem areas: selection and staffing of student personnel services; recognition of student political action groups; and fraternity discrimination. The criteria for selecting the problem areas were the relevance of the case to administrative duties and to current problems facing administrative deans. Audio-visual aids, including four tape recordings and numerous transparencies, augmented the presentation of the written case materials. The lectures were given by three Indiana University student personnel administrators who were selected on the basis of the functional relationship of their administrative position to the lecture topic.

Since the project centered on the role of the generalist in student personnel administration, students responded to in-basket problems pertaining to the functions of the Dean of Students. The objective of the scoring scheme was to capture in writing the reaction an individual might have to an administrative problem. Four in-basket tests, consisting of 17 individual items, were used to evaluate student performance. Five of these items were selected for the over-all evaluation. The four in-basket tests followed the instruction by simulation and lecture in the second, third, fourth, and eighth weeks of the project.

A three member panel of judges, selected on the basis of their professional qualifications and extensive knowledge of the simulated case materials, rated the various courses of action taken by the participants. The criterion for rating responses was the appropriateness of the course of action to the problem situation. Appropriateness was based on the relevance of a given course of action to the available background information. A course of action was scored for appropriateness by placing a "1" or a "0" in the scoring category of the item. A "1" indicated that the course of action was appropriate whereas a "0" meant the action was inappropriate.

A rating scale questionnaire administered at the final session of the project provided information on student reaction to various aspects of simulation. The reliability of the instrument was determined by the test-retest method. Correlations ranging from .39 to .75 were found for the value of simulated case materials, class discussions of simulated cases, in-basket tests, and lectures. An analysis of the movement between scales on the test-retest provided an over-all agreement of 76 per cent. The analyses of variance single and multiple classification models were used to evaluate the results of the project.

A compilation of the findings of the study are reported in this section. The null hypothesis technique was used in presenting the findings.

1. The study revealed no significant differences between the experimental and control groups on the perceived value of the simulated case materials, case discussions, in-basket problems and lectures.

The case materials, case discussions, and in-basket problems had ratings ranging from 3.86 to 4.35 (Table 10) whereas the lectures received ratings of 2.65 for the control group and 2.91 for the experimental group.

2. Students perceived significantly more value in the simulated case materials than in the lectures. The null hypothesis was rejected at the one per cent level of confidence (Table 15).

3. Students perceived significantly more value in the simulated case discussions than in the lectures. The null hypothesis was rejected at the five per cent level of confidence (Table 16).

4. No significant differences were found between the perceived value of the in-basket problems and the lectures. A difference at the .06 level favored the in-basket problems, but this level of confidence was not acceptable (Table 17).

5. Students perceived simulation as having "considerable" value in providing a bridge from theory to practice. The mean values for the experimental and control groups were within the "4" or considerable range on the scale. No significant differences were found between the experimental and control groups.

6. Students perceived simulation as having "considerable" value in providing a setting to develop experience in the process of thinking through various aspects of a problem situation. The mean values for the experimental and control groups were within the "4" range. The experimental and control groups did not differ significantly in their perception of this value of simulation.

7. Students perceived simulation as having "considerable" value in conjunction with course work, following course work, and while serving in a full-time administrative capacity. Five of the six mean values (Table 21) were within the "4" range. The experimental and control groups differed significantly only on the potential use of simulation while serving in a full-time administrative position. The control group (simulation-lecture) placed significantly more value on this potential use of simulation.

8. There were no significant differences in performance on the in-basket problems between the experimental and control groups when stratified by counseling and non-counseling position.

9. There were no significant differences in performance on three of the five in-basket problems between the experimental and control groups when stratified by administrative experience.

Students with past administrative experience in the control group scored significantly more courses of action than students in the control groups. The null hypothesis was rejected at the five per cent level of confidence on in-baskets A5 and D. There were no differences on in-baskets A1, B and C.

10. There were no significant differences in performance on the five in-basket problems between the experimental and control groups when stratified by sex of students.

11. The in-basket problems were perceived by students as providing an opportunity to perform administrative duties in a realistic simulated situation.

This finding is based primarily on student responses in Appendix I. Despite the limited feedback on the results of action taken on the in-baskets, students indicated considerable support for the potential use of the technique.

12. The design of the study also provided the opportunity to evaluate the sequence of simulation and lectures, or whether students would have preferred the simulation on lecture method first. The experimental group (simulation-lecture) indicated a 52 per cent agreement with the sequence they received while the control group (lecture-

simulation) would have preferred the opposite sequence 83 per cent of the time.

Conclusions

Based on the findings of this research project, the following conclusions are drawn:

1. The value of the simulated case materials, case discussions, in-baskets and lectures is not dependent on the order of presentation of simulation and lectures.

In this study, the value of simulation as a technique to augment traditional methods of instruction does not appear to be dependent on prior information provided through lectures. However, when used to supplement the information provided in lectures, students preferred the simulated cases to follow lectures.

2. Simulation has potential value in complementing existing course materials in student personnel administration.

The student evaluations of the project indicated that simulation could provide a bridge from the classroom to practical experience. As rated by the project participants, simulation could also provide a setting to develop experience in the process of administrative decision-making. This conclusion lends support to evaluations of workshops which have utilized simulated materials.[1]

3. Simulation has potential value for use in a variety of curricular settings.

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[1] Culbertson, J. A., "Simulated Situations and Instruction: A Critique," in Simulation in Administrative Training, p. 40.

The students viewed simulation as being useful in conjunction with course work, following course work, and while serving in a full-time administrative capacity. This conclusion provides support for the independent potential of simulation. For example, a workshop on the in-service training of residence hall counselors would provide one opportunity for the development and use of simulation.

4. The value of the in-basket technique was related to its functional use.

Although in-baskets have been used for instructional purposes in several workshops, they were used in this project to test the performance of students who received different teaching methods. The findings indicated that in-basket problems did not provide significant differences between the groups when stratified by past experience, residence hall counseling position and sex of students. Several interpretations could be drawn from the lack of any significant differences between the instructional groups. It could be maintained that the lecture and simulation methods were not sufficiently unique to elicit contrasting behavior in students as measured by the in-basket test. Or, the results could mean that the "appropriateness" scoring system was not sensitive enough to measure the differences, if any did exist.

However, student evaluations of the in-basket technique emphasized the need for feedback of results. It would appear that in-baskets could be used in an instructional capacity rather than solely for evaluation of performance.

5. The instructional value of the case method of instruction was increased by the use of audio-visual materials.

Student evaluations of the project indicated that modification of the case method of instruction through the use of audio-visual materials contributed greatly to the success of the project. The use of tape recordings and transparencies provided additional realism to the simulated university environment.

Recommendations

The following recommendations are offered in light of the conclusions:

1. The feasibility of augmenting existing graduate courses in student personnel administration with simulated techniques should be given thoughtful consideration. This research indicates that simulation could be used in a variety of curricular settings.

2. Simulated cases focusing on current issues in student personnel administration should be developed to supplement existing course materials. Current issues such as LSD, student political action groups, and premarital sexual freedom are illustrative of the need to update the existing curriculum.

3. Audio-visual materials, such as tapes and transparencies, should be used to supplement course offerings and to increase the realism of simulated cases.

4. In-basket problems should be used in an instructional capacity rather than testing to provide feedback on consequences of decisions.

Implications

This study concluded that simulated case materials have a wide variety of potential instructional uses. In addition to the varied curricular possibilities, simulation could also be used as a screening device for selection of residence hall counselors, or other staff positions. In-basket problems could assist prospective counselors in determining whether they could be successful in an administrative position. Several large university residence hall counseling programs conduct practicum courses for aspiring counselors. The in-basket technique could complement existing measures of performance on students who are seeking admittance to counseling positions.

In-basket problems could also provide the vehicle whereby specialized functions could be simulated in the curriculum. The COSPA report recommendation for graduate preparation begins with the premise that functions of student personnel work evolve logically from the purposes of the profession.[2] Prospective administrators in such areas as residence halls, college union, and foreign student advising are provided with a recommended curriculum which covers a wide variety of functions carried on by these specialities. The in-basket technique would be particularly useful where opportunities for internships in these areas are limited.

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[2] A Proposal for Professional Preparation in College Student Personnel Work, p. 3.

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APPENDIX

Appendix A

C-590 Information Sheet

C-590 Information Sheet

Name ____ Age ______
First Last

Address ____

Telephone ______________ Sex _______

Are you taking the project for academic credit? Yes____ No____

Are you a Master's candidate? Yes____ No____

Are you a Doctoral candidate? Yes____ No____

If you are on the residence hall counseling staff, indicate the extent of your experience. Count the academic year 1965-66 as one year of experience.

1 year_____, 2 years_____, 3 years_____, 4 or more years_____

Other Work Experience: Indicate the number of years experience in the following areas

Teaching (college level or public/private schools) ________

Teaching Assistantship ________

Counseling (College or Public Schools) ________

Administration (College or Public Schools) ________

Military ________

Business ________

Government ________

Other (explain) ________

MIDWESTERN STATE UNIVERSITY
Centerville, Indiana

4,850 men, 3,590 women (full time) State 1876
10,540 total graduate and undergraduates

Midwestern State University is a rapidly growing state-supported institution of 10,540 students. The 210-acre campus is situated in a community of 65,000, located in the geographic center of Indiana. Enrollment at the university has increased from 6,200 to over 10,000 in the past five years and projected figures call for 17,000 by 1970.

Admission. Despite the rapid increase in enrollment, admission standards to the university have become increasingly selective. Sixty-eight per cent of applicants were accepted in the fall of 1965. Forty-five per cent of the entering freshmen graduated in the top fifth of their high school class. Average freshman SAT scores include 505 verbal and 517 mathematical.

Academic Environment. Pressures for academic achievement, particularly in the College of Arts and Sciences, appear to be moderate, but have increased in the past few years. MSU offers undergraduate degrees in the College of Arts and Sciences; schools of Architecture, Business Administration, Education, Health, Physical Education, and Recreation, Journalism, Music and Nursing. Of the 1,434 undergraduate degrees conferred in 1965, 24 per cent were in social sciences, 18 per cent in education, 12 per cent in business administration, 9 per cent in health professions, 8 per cent in English and journalism, 7 per cent in broad general curricula, 4 per cent each in architecture, mathematics, and the remainder in eight other fields.

Eight National Merit Scholars were enrolled in 1964-65. National awards for advanced study received by graduates in past five years include 15 in mathematics, 9 in chemistry, 8 in psychology, 5 in physiology, 4 in anthropology, 2 each in biochemistry, political science, sociology, 1 each in art, biology, earth sciences, economics, French, history and microbiology.

MSU has the following accredited professional programs: architecture, business, chemistry, dentistry, dental hygiene, journalism, law, medicine, medical technology, music, nursing, teacher education, and X-Ray technology. The school calendar operates on a semester and summer session basis. 1,200,000 volumes are in the library. The Army and Air Force ROTC are elective subjects.

Faculty. Approximately 50 per cent of the faculty have the doctorate; degrees earned at a wide range of institutions across the country. Faculty salaries are above the national average.

Student Body. About 85 per cent of student body is from the Midwest, 6 per cent from the Northeast, 5 per cent from the South. Eighty-nine foreign students in 1965. Twelve per cent of students receive scholarship aid, 13 per cent receive loans and 16 per cent receive job aid.

Campus Life. A moderately active calendar of traditional cultural and intellectual activities is provided by visiting artists and lecturers in addition to student-faculty groups. Numerous student activities and organizations are offered; a comprehensive intramural program is available; inter-collegiate competition, particularly noted for outstanding basketball teams. A state university, MSU makes no religious demands on students. Religious clubs on campus include representatives of all major faiths. Approximately 53 per cent of men and 65 per cent of women live in dormitories; there are 30 fraternities and 18 sororities on campus, with about 30 per cent of men and 34 per cent of women join. The Memorial Union provides the center for activity of independent students, although residence halls have broadened the scope of activities the past few years. Cars are allowed upon payment of annual registration fee, but students are urged to leave them home because of campus traffic and parking problem. An estimated 12-15 per cent of students leave the campus on weekends.

Appendix C

Simulated Staffing Case Study

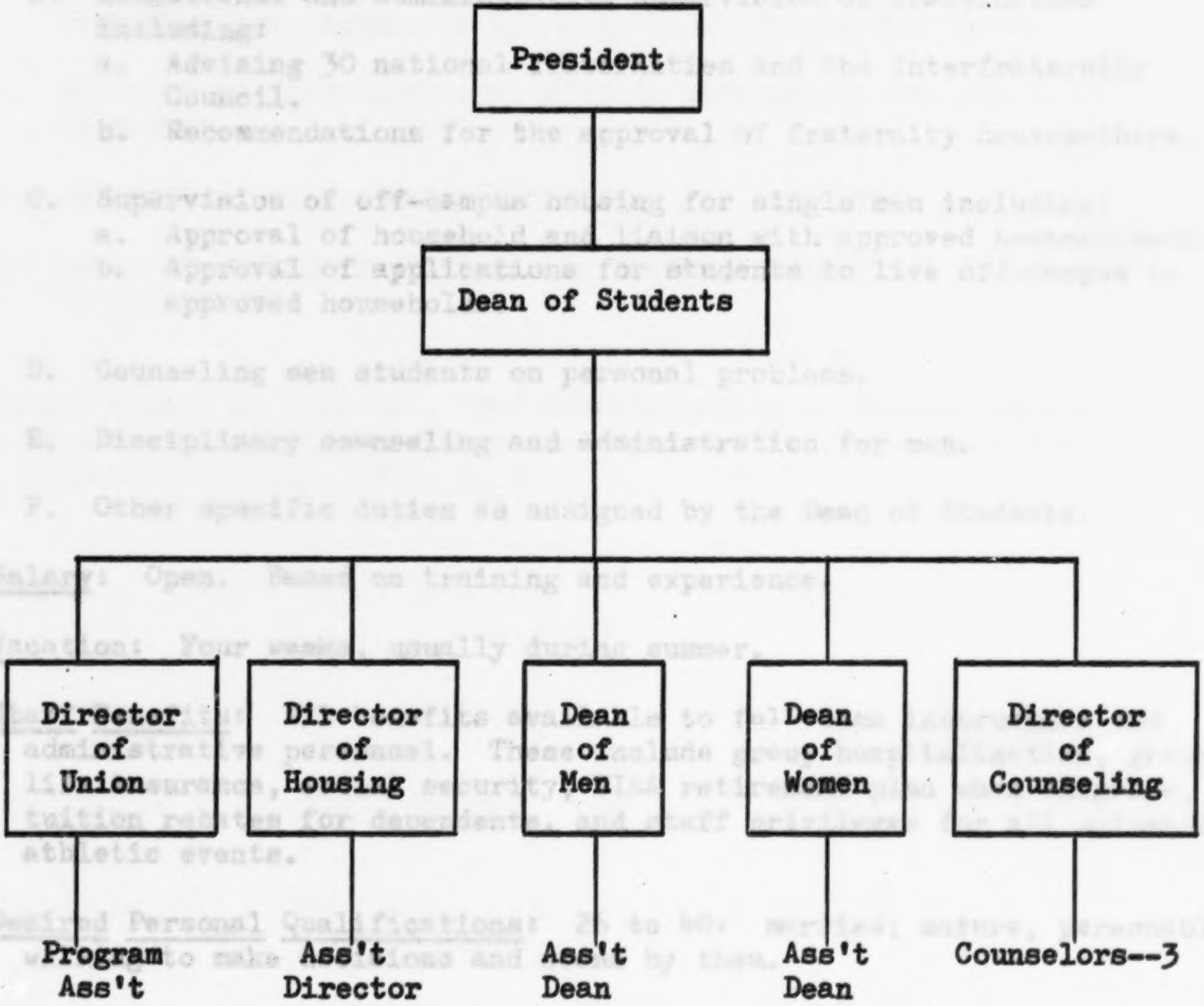
SIMULATED STAFFING CASE STUDY

You are Tom Blackstone, the newly appointed Dean of Students at Midwestern State University. Although you are not scheduled to report for work until July 1st, you have arrived at Centerville on June 8th with your family and have spent the past few days getting settled in your new home. While in the process of unpacking, you receive a phone call from your secretary, Mrs. Petersen, who informs you of an important telegram which has just been received at the office. She reads you the telegram which indicates that Dr. Myers has just accepted an overseas administrative post with the Peace Corps. You recall that Dr. Myers was to continue as Dean of Men at Midwestern State University, but had mentioned the possibility of the Peace Corps assignment when you had accepted the Dean of Student's position in March.

As the newly appointed Dean of Students, what actions do you take?

MIDWESTERN STATE UNIVERSITY
ORGANIZATION CHART

STUDENT PERSONNEL DIVISION


President
Dean of Students
Director of Union
Director of Housing
Dean of Men
Dean of Women
Director of Counseling
Program Ass't
Ass't Director
Ass't Dean
Ass't Dean
Counselors--3

MIDWESTERN STATE UNIVERSITY
Centerville, Indiana

Title: Dean of Men

Duties:

- A. General educational and administrative supervision of student organizations for men and of activities for men (not intramurals).
- B. Educational and administrative supervision of fraternities including:
    - a. Advising 30 national fraternities and the Interfraternity Council.
    - b. Recommendations for the approval of fraternity housemothers.
- C. Supervision of off-campus housing for single men including:
    - a. Approval of household and liaison with approved householders.
    - b. Approval of applications for students to live off-campus in approved households.
- D. Counseling men students on personal problems.
- E. Disciplinary counseling and administration for men.
- F. Other specific duties as assigned by the Dean of Students.

Salary: Open. Based on training and experience.

Vacation: Four weeks, usually during summer.

Staff Benefits: All benefits available to full-time instructors and administrative personnel. These include group hospitalization, group life insurance, social security, TIAA retirement plan when eligible, tuition rebates for dependents, and staff privileges for all university athletic events.

Desired Personal Qualifications: 26 to 40: married; mature, personable, willing to make decisions and stand by them.

Training and Experience: The doctorate with training in guidance, student personnel work, or psychology preferred but not mandatory. Midwestern State University is interested in a person with a variety of interests and a breadth of training permitting him to mix easily with members of the academic community.

CRITERIA TO BE USED IN THE SELECTION AND PLACEMENT OF STUDENT PERSONNEL WORKERS

1. BASIC GENERAL EDUCATION.
2. PREPARATION IN THE PHILOSOPHY AND TECHNIQUES OF STUDENT PERSONNEL WORK.
3. TRAINING AND EXPERIENCE IN A PARTICULAR KIND OF JOB.
4. FLEXIBILITY AND ADAPTABILITY OF THINKING AND OF PERSONALITY.
5. DEMONSTRATED ABILITY TO WORK WITH PEOPLE--COLLEAGUES, COLLEGE STUDENTS, AND MEMBERS OF THE COMMUNITY OUTSIDE THE CAMPUS.
6. EVIDENCE OF LEADERSHIP QUALITIES AS REQUIRED IN THE JOB TO BE PERFORMED.
7. EVIDENCE OF WELL-ROUNDED EXPERIENCE AND INTERESTS.
8. LEVEL OF EDUCATION ESSENTIAL TO INSURE PROFESSIONAL RECOGNITION ON THE CAMPUS.

Feder, Daniel D. Chairman, "The Administration of Student Personnel Programs in American Colleges and Universities," American Council on Education Studies, 1958, p. 39.

MIDWESTERN STATE UNIVERSITY
Centerville, Indiana

Application for position of **Dean of Men** beginning **July 1, '66**

Name **Russell** (Last) **Howard** (First) **B.** (Middle)

Address **1280 College Place** (Street) **Kent** (City) **Ohio** (State) Phone No.

Age **33** Place of Birth **Portland, Oregon** (City & State) Date of Birth **8/21/32**

Height **5'9"** Weight **145** Sex **Male**

Condition of Health: Excellent **X** Good ___ Fair ___ Poor ___

Physical defects **None**

Marital Status: Single ___ Married **X** Divorced ___

Widow ___ Widower ___ Children **two**

EDUCATION

Name of Institution	Location	Dates of Attendance	Degree and Date
Portland State College,	Portland, Oregon	9-50 to 6-52	
Willamette University,	Salem, Ore.	9-54 to 6-56	B.A. 6-56 (Psychology)
University of Colorado,	Boulder, Colo.	9-56 to 6-58	M.S. 6-58 (Ed. Psychology)
University of Denver,	Denver, Colo.	6-61 to 6-63	Ed.D. 6-63 (Student Personnel)

SUBJECT SPECIALIZATION

	College Semester Hours		
Major	U-Grad	Graduate	GPA
Psychology	42		3.20
Educational Psychology		21	3.65
Student Personnel Administration		35 1/3	3.70

Military Service: Branch U.S. Army Date of Induction July 1, 1952

Date of Release: June 30, 1954 Present Status Discharged

Distinctions and honors attained while in college:

Professional organizations to which candidate belongs: American Personnel and Guidance Assoc., American College Personnel Assoc., Phi Delta Kappa.

Publications of which the candidate is the author "The Training of Residence Hall Counselors," APGA Journal, February 1962.

TEACHING AND ADMINISTRATIVE EXPERIENCE
(list in chronological order first to last)

Name and Location of School	Teaching Level of Admin, Position	Dates	Salary Per Year
University of Colorado	Residence Hall Counselor	9-56 to 6-58	
Wisconsin State College Oshkosh, Wisconsin	Asst. Dean of Men	9-58 to 6-60	$6000 plus board
Wisconsin State College	Asst. Dean of Students	7-60 to 8-61	$6800 plus board
University of Denver	Head Resident	9-61 to 6-63	$3400, Room & Board
Kent State University Kent, Ohio	Assoc. Dean of Students	7-63 to 6-66	$9000

REFERENCES

Below are given the names and addresses of persons who are well acquainted with the education and experience of the candidate.

Name	Position	Address
Thomas Sears	Dean of Students	University of Colorado
Richard Killion	V.P. for Student Personnel Services	Wisconsin State College
Anthony Richardson	Professor of Education	University of Denver

Copy of

CONFIDENTIAL STATEMENT

Concerning

Howard B. Russell

Mr. Russell was a valuable member of the Dean of Student's staff at the University of Denver for two years. He worked throughout the period of time while he carried on his graduate study toward the doctorate.

We found him a highly ethical and cooperative member of the staff. Mr. Russell made an excellent record in his graduate study in personnel at this university. He was respected by the faculty of the School of Education and he completed both his course work and his doctoral research in a superior manner. I have not had a close association with Mr. Russell in his new position. There is every indication that he has been highly successful in his new position.

(Signed) Anthony Richardson
Professor of Education
University of Denver

Copy of

CONFIDENTIAL STATEMENT

Concerning

Howard B. Russell

Mr. Russell was one of our most promising young administrators. For all practical purposes he functioned with the poise and efficiency of a veteran in our Student Personnel Division since his arrival on campus. By necessity he formulated a residence hall program of much merit. Also, we were quite pleased with his efforts relative to counselor selection. A rather thorough screening process for prospective resident hall counselors evolved as a result of his initiative and foresight. Mr. Russell not only established a good working relationship with our fraternities and sororities but has also developed a good rapport individually with students and faculty alike.

I recommend him most highly. If I can be of further assistance, please feel free to contact me.

(Signed) Richard Killion
Vice President for
Student Personnel Services
Wisconsin State College

Copy of

CONFIDENTIAL STATEMENT

Concerning

Howard B. Russell

My professional contact with Mr. Russell occurred during the two years of his appointment on the Dean of Students Staff at the University of Colorado. During that time, I observed his work as a fellow staff member and as a graduate student in a practical training situation.

He was well endowed by natural abilities and personal qualities for student personnel work and on our staff demonstrated a dedicated interest in the profession. He gave unstinted time and energy to the performance of the job and demonstrated a good professional attitude, coupled with a strong sense of justice and highest personnel standards and values.

Mr. Russell has a pleasing manner and a good personal appearance. He is loyal and responsible to those in authority and uses judgment and diplomacy in all decisions and actions. He is not forward in manner and this might be mistaken in some instances to be a lack of conviction or hesitancy to act. Actually, it is a reserve in manner, which is a distinct quality of his personality. I regard him as a most desirable candidate for student personnel work.

(Signed) Thomas Sears
Dean of Students
University of Colorado

MIDWESTERN STATE UNIVERSITY
Centerville, Indiana

Application for position of Dean of Men beginning July 1,'66

Name Crampton (Last) John (First) Dover (Middle)

Address 1180 Elm (Street) Pittsburg (City) Kansas (State) Phone No.

Age 39 Place of Birth Centerville, Indiana (City and State) Date of Birth 3/3/27

Height 5'10" Weight 170 Sex Male

Condition of Health: Excellent ___ Good X Fair ___ Poor ___

Physical defects None

Marital Status: Single ___ Married X Divorced ___

Widow ___ Widower ___ Children four

EDUCATION

Name of Institution	Location	Dates of Attendance	Degree and Date
Midwestern State University	Centerville, Indiana	9-47 to 6-51	B.S. in Ed. 6-51 (Physical Education)
Southern Illinois University	Carbondale, Illinois	9-55 to 6-56	M.S. in Ed. 6-56 (Guidance)
Southern Illinois University	Carbondale, Illinois	9-62 to 6-65	Ed.D. 6-65 (Student Personnel)

SUBJECT SPECIALIZATION

	College Semester Hours		
Major	U-Grad	Graduate	GPA
Physical Education	32	12	3.1
History	15		2.6
Guidance		35	3.2
Student Personnel		30	3.3

Military Service: Branch U.S. Army Date of Induction June 12, 1945

Date of Release: June 11, 1947 Present Status Discharged

Distinctions and honors attained while in college: Phi Delta Kappa

Professional organizations to which candidate belongs: Phi Delta Kappa, American Personnel and Guidance Association

Publications of which the candidate is the author

TEACHING AND ADMINISTRATIVE EXPERIENCE
(list in chronological order first to last)

Name and Location of School	Teaching Level or Admin. Position	Dates	Salary Per Year
Jefferson High School Richmond, Indiana	Soc. Sc. Teacher & Coach	1951-55	$3800-$4400
Kansas State University Manhattan, Kansas	Asst. Dean of Students & Counselor	1958-62	$6000
Southern Illinois U. Carbondale, Illinois	Head Counselor	1962-65	
Kansas State College Pittsburg, Kansas	Director of Counseling	1965-66	$8500

REFERENCES

Below are given the names and addresses of persons who are well acquainted with the education and experience of the candidate

Name	Position	Address
Ralph Kimberly	Dean of Students	Kansas State College Pittsburg, Kansas
Alfred Bain	Superintendent of Schools	Richmond, Indiana
Ray Anderson	Dean of Students	Kansas State University

Copy of

CONFIDENTIAL STATEMENT

Concerning

John D. Crampton

Mr. Crampton has done a terrific job for us as Assistant Dean of Students here at Kansas State University. He served as counselor in one of our men's dormitories and was highly respected by the students and the faculty. Definite policies were set up in the dormitories during his four years. There was also a clearer understanding and better rapport between the Dean's offices and students. I wish Mr. Crampton would have been able to remain with us. He is forceful, direct and proceeds with a definiteness of purpose which is so necessary in the counseling of students and relations with townspeople and those with whom he works.

I enjoyed working with him and I know he will be a real asset to the college or university which is looking for a man of honesty, integrity and one who has the drive to get things accomplished. He has a real future before him, believe me.

(Signed) Ray Anderson
Dean of Men
Kansas State University

Copy of

CONFIDENTIAL STATEMENT

Concerning

John D. Crampton

It is my pleasure to write in behalf of John Crampton. He was a social science teacher and coach in our school system for four years. I am acquainted with his service in both capacities. He was first employed as a social studies teacher, shortly after which he became freshmen social studies coordinator and assistant Student Council sponsor. He also served as assistant basketball and football coach. Subsequently he was appointed counselor in our guidance department.

His rapport with parents and other adults was excellent. Mr. Crampton has an unusually strong background in all phases of secondary education and is, in my judgment, well-equipped to handle any administrative position.

Personally, Mr. Crampton is a man with a system of values above the average of most people. He not only speaks about the good life, but lives it. With all of these fine characteristics, he still has the time and the inclination to be a sound family man.

I am not accustomed to writing such a long and flattering letter of recommendation, but this man deserves it.

(Signed) Alfred Bain
Superintendent of Schools
Richmond, Indiana

Copy of

CONFIDENTIAL STATEMENT
Concerning

John D. Crampton

My acquaintance with Mr. Crampton has been rather limited since he has been an administrative staff member for a very short time. We feel that he has conducted his work in a satisfactory manner. He gets along well with the students and is respected by them. He has high principles, can acknowledge and face errors when he makes them, and demonstrates loyalty to his superiors.

Topics I would want to discuss with John if he were a prospective employee are:

1. What new programs have you innovated or introduced?
2. Why are you interested in moving?

(Signed) Ralph Kimberly
Dean of Students
Kansas State College

MIDWESTERN STATE UNIVERSITY
Centerville, Indiana

Application for position of Dean of Men beginning July 1, '66

Name Henderson (Last) Gary (First) Lowell (Middle)

Address 407 Oak Lane (Street) Springfield (City) Ohio (State) 399-2445 (Phone No.)

Age 35 Place of Birth Columbus, Ohio (City & State) Date of Birth 9/2/30

Height 6'1" Weight 170 Sex Male

Condition of Health: Excellent X Good ____ Fair ____ Poor ____

Physical defects None

Marital Status: Single ____ Married X Divorced ____

Widow ____ Widower ____ Children one

EDUCATION

Name of Institution	Location	Dates of Attendance	Degree and Date
Antioch College	Yellow Springs, Ohio	9-51 to 6-55	A.B. 6-55 (English Literature)
Columbia University	New York, N.Y.	6-55 to 6-56	M.A. 6-56 (Guidance and Counseling)
Columbia University	New York, N.Y.	9-56 to 6-58	Ph.D. 6-58 (English Literature)

SUBJECT SPECIALIZATION

	College Semester Hours		
Major	U-Grad	Graduate	GPA
English Literature	48		3.60
Guidance & Counseling		24	3.85
English Literature		45	3.70

Military Service: Branch U.S. Army Date of Induction July 15, 1948

Date of Release: July 14, 1951 Present Status Honorable Discharge

Distinctions and honors attained while in college: Dean's list, Phi Eta Sigma

Professional organizations to which candidate belongs: A.H.E., AAUP, National Council of Teachers of English, American College Personnel Assoc.

Publications of which the candidate is the author two articles

TEACHING AND ADMINISTRATIVE EXPERIENCE

(list in chronological order first to last)

Name and Location of School	Teaching Level or Admin. Position	Date	Salary Per Year
Wittenberg University Springfield, Ohio	Asst. Prof. (Eng.)	1959-62	$5700
" "	Assoc. Dean of Students	1962-66	$7500-9000

REFERENCES

Below are given the names and addresses of persons who are well acquainted with the education and experience of the candidate.

Name	Position	Address
Alfred Longsted	Professor of English	Columbia University
James P. Malcom	Professor of English	Wittenberg University
Eric Ratner	Dean of Students	Wittenberg University

Copy of

CONFIDENTIAL STATEMENT

Concerning

Gary L. Henderson

I have known Mr. Henderson for approximately four years and worked fairly closely with him during the two years he was a member of the English department at Wittenberg University. I found him to be a man of superior intellectual ability, of impeccable character and obvious commitment, and with a real future as a teacher and leader. He makes a fine impression by his personal bearing and dress and relates quite easily to others. He has an attractive wife and appears to be happily married. I understand he is looking forward to the possibility of an administrative career of some kind and I can say, that he has the potential for an outstanding career in administration or teaching.

(Signed) James P. Malcom
Professor of English
Wittenberg University

Copy of

CONFIDENTIAL STATEMENT

Concerning

Gary L. Henderson

I have known Mr. Henderson for over five years now. I knew him first as a member of the English department and then became very well acquainted with him during the time that he served as our Associate Dean of Students. He came to the University directly after earning his doctorate at Columbia University. He has served commendably as Associate Dean of Students.

Mr. Henderson is quite personable, intelligent, cooperative and loyal. He grasped problems easily and has the ability to work closely with students and with faculty in finding the best possible solutions. His character is beyond reproach and he possesses a very high degree of loyalty to any institution in which he works.

I would not hesitate at all in recommending him for a position in the general field of student personnel work. He is a sober, thoughtful man that I am certain would also do an excellent job in the classroom. I suspect that he leans as much toward teaching as administration, but would do quite well in either area.

(Signed) Eric Ratner
Dean of Students
Wittenberg University

Copy of

CONFIDENTIAL STATEMENT

Concerning

Gary L. Henderson

It gives me great pleasure to write this statement on Mr. Henderson. I am very well acquainted with him ever since he came to Columbia University to study for a Ph.D. degree in the field of English literature.

As a student he has done rather well, ranking among the best 10 per cent of students in my classes the last three years. He is hard working, extremely reliable, and capable of independent study and research. He writes well and is able to approach his work from an analytical and more sophisticated point of view. In my graduate seminar in 19th Century English Literature, he was consistently the most acute and enlightening critic and by far the most independent and original thinker. He would ferret out the key weaknesses of each paper with astonishing quickness and define them to the author with ruthless precision.

Mr. Henderson has a very pleasant personality and is capable of dealing with people. To my knowledge he has always been able to get along well with his fellow students and superiors. Also, I can testify that Mr. Henderson is a very good teacher, or that he has displayed all the characteristics which are indispensable in a good teacher.

I am convinced that he will be able to make a fine contribution to any department of English which he might be asked to join. I am pleased to give him my full recommendation.

(Signed) Alfred Longsted
Professor of English
Columbia University

Profiles of Candidates

Russell

Age - 33

Education - B.A., Psychology, Willamette; M.S., Educational Psychology, University of Colorado; Ed.D., Student Personnel, University of Denver

Experience - Ass't. Dean of Men, 2 years; Ass't. Dean of Students, 1 year; Head Resident, 2 years; Assoc. Dean of Students, 3 years

Publications - One article

Leadership -

Personality -

Henderson

Age - 35

Education - M.A., English Literature, Columbia; M.A., Guidance, Columbia; Ph.D., English Literature, Columbia

Experience - Ass't. Professor, 3 years; Assoc. Dean of Students, 4 years

Publications - Two articles

Leadership -

Personality -

Crampton

Age - 39

Education - B.S., Physical Education, Midwestern State University; M.S., Guidance, Southern Illinois; Ed.D. Student Personnel, Southern Illinois

Experience - Secondary, 4 years; Ass't. Dean of Students, 4 years; Head Counselor, 3 years; Director of Counseling, 1 year

Publications - None

Leadership -

Personality -

Appendix D

Simulated Fraternity Discrimination Case Study

SIMULATED FRATERNITY DISCRIMINATION CASE STUDY

You are Tom Blackstone, Dean of Students at Midwestern State University. It is now the second week in October and you have weathered the first two months of crisis management as the new dean. After two busy months of on-the-job training, you have taken your first break from administrative duties by accepting an invitation to speak at a neighboring state university. Let's listen to an excerpt from your speech titled, "Forward to Yesterday," given at the "Greek Week" banquet.

On Monday morning following your speaking engagement you arrive at the office at 8:45. Your secretary Mrs. Petersen, informs you of an urgent call from a student who requested to see you tomorrow morning "as soon as you've read the student newspaper." Mrs. Petersen made a 9:30 Tuesday appointment for the student, George Sellers.

RUSH DISCRIMINATION CHARGED

To The Editor:

In a few experiences I've had concerning the development of racial equality and understanding, I've tried to maintain an open mind and a conservative attitude. Encounters I've had with prejudice were, for the most part, insignificant and only displayed the ignorance of the other party. Since Midwestern State University is an institution of higher learning, I did not think I would find such events occuring here. My experience with the Alpha Beta Phi social fraternity, on October 7 proved me incorrect. Like many other high school boys, I was contacted last May to rush several fraternities. One of them happened to be the Alpha Beta Phi fraternity whose reputation for elite social standing and excellent academic achievement immediately registered with me. Due to circumstances, I declined two of their invitations, yet I requested future contact. On the afternoon of October 6, Alpha Beta Phi made a third attempt to see me by calling and inviting me to their open house on October 7 between 3:30 and 5 p.m. On that Sunday afternoon at 3 p.m. I walked to the Alpha Beta Phi house.

Upon my arrival, I was cordially greeted by a member who escorted me outside to tell me the following: All fraternities here are segregated, and if I was interested in joining one, I should contact Kappa Alpha Psi, a Negro fraternity. He said he had a recommendation on me and that there must have been some sort of mix-up. I left the Alpha Beta Phi house that afternoon with the feeling that neither Midwestern State University nor the Interfraternity Council seem to regard the new federal laws concerning segregated living quarters as a basis for continued federal funds very highly.

I also left with the feeling that Midwestern State University is not the school I thought it was. Though my hopes for a happy future here in Centerville have by no means been shattered, this is still a disappointing blow . . . after spending only three weeks as a full time student.

I will admit that my understanding of segregation is not complete, and perhaps my future correspondence with my senator may resolve this situation. Until then my feelings toward MSU will never be the same.

George Sellers
Men's Quad
Freshman

Appendix E

Simulated Student Political Action Case Study

YOUNG SOCIALIST ALLIANCE

On Monday, January 16, 1967 Don Wenstrom, graduate, 204 College Place, contacted this office regarding the formulation of this organization. Mr. Wenstrom is a graduate of the University of Maryland and is doing graduate work in Slavic Literature. Wenstrom stated that the Young Socialist Alliance was a socialist educational group and it would be an affiliate of the national organization. At present no one has been contacted regarding being an adviser. There are fifteen potential members, many of which are national organization members. They are all graduate students but one. Wenstrom indicated that YSA is politically action oriented. The organization will have rotating chairman. Officers are: February chairman - Ralph Peterman; Treasurer - Jan Bartels; and Secretary - George Johnson. They should petition for recognition by February 9. Wenstrom indicated that YSA pursued a Marxist orientation. The organization could best be described as "radical."

A WORLD TO WIN

Recently, a group of students here in Centerville have formed a revolutionary socialist youth group whose program agrees with that of the Fourth International. As the word "revolutionary" implies, we are convinced that capitalism and its closely related foreign policy, imperialism, are doomed.

It is a harsh economic truth that capitalism must grow or perish. For the last fifty years capitalism in our country has managed to grow at the expense of the underdeveloped countries of the world, most especially those of our own hemisphere. This is no longer possible. Within our country, capitalism has grown at the expense of the labor force, with a heavy load of this growth being borne by the unorganized workers and the minority groups--Negroes, Puerto Ricans, and Chinese. This may no longer be possible.

Well meaning liberals have, from time to time, spoken out or acted against the surface phenomena which accompany capitalist "growth". The formation of the Student Non-Violent Coordinating Committee, the committees to abolish HUAC, the Fair Play for Cuba committees, and the Turn Towards Peace movement are a few current examples of this. It is our contention that the evils which promote the founding of such organizations are so much more basic, that even if the aims of all the above mentioned groups could be won overnight, there would still be inequalities in our system which must, in the long run, lead to revolutionary changes.

We feel that those who belong to, or are sympathetic towards, any of the organizations mentioned above have reached the first and very elementary stage of political awareness. For it is one of our primary tenets that these movements represent the introduction to class struggle for the students of America. This struggle is directed against the capitalist powers. It is obvious, however, that these powers will not voluntarily give up their exploitative position. Thus reformism sooner or later becomes a boot-licking operation by liberals who have sold out their ideals in return for a precarious position in the train of the capitalist leaders.

It is our intention, -- by providing literature, holding seminars, and, above all, by acting, -- to help educate those who feel as we do, so that they may become part of the vanguard of revolutionary socialism in this country. The vanguard of any movement is a lonely place. It is not easy to overcome the years of capitalist conditioning that we have all been subjected to. This is even true for students of working class background whose parents have shown a faith in the rags to riches "American myth" by sacrificing to send them to college. However, the closing paragraph of one of our pamphlets, "Introducing the Y.S.A" makes a point of the utmost importance when it states:

"If you feel that our actions are important and our goals are an expression of your own -- then we hope you will join us. If you hesitate out of a sense of futility -- then you will only contribute to the _defeat_ of your ideas. Your absence from politics, only leaves the way clear for the powers that rule today."

Young Socialist Alliance, P.O. Box 852, Centerville

February 15, 1967

TO: Dean of Students

FROM: Faculty Advisor of the YSA, Midwestern State University

This is to inform the Dean of Students that I will sit as faculty advisor to the Midwestern State University group of the Young Socialist Alliance.

I have agreed to act in the capacity of Faculty Advisor for YSA because I believe that this group of students, along with any other interested in discussing different social and political philosophies and their implications for conduct, has the rights of free speech ennuciated in the Constitution of the United States. This right belongs to every human being in a civilized society, and is metaphysical in origin.

My position is indicated in the following words from the writings of Thomas Jefferson: "Let all ideas and views be heard, and the truth will prevail."

The Indiana Young Socialist Alliance presently has five dues paying and active members in residence in Midwestern State University.

(Signed) Joseph Greenman

Sociology Department

March 10, 1967

Student Activities Committee:

The Young Socialist Alliance respectfully requests that the Student Activities Committee consider the question of campus recognition for our organization. We believe that we have complied with all of the regulations of Midwestern State University in this regard. We thus formally appeal the decision of the Student Senate.

Thank you for your consideration.

Respectfully,

Ralph Peterman
Chairman
Centerville Young Socialist
Alliance

By vote of the YSA

February 26, 1967

Dean Tom Blackstone
Midwestern State University
Centerville, Indiana

Dear Sir:

Why would any man, a United States citizen, with supposedly enough intelligence to be Dean of Students, allow such a group as the Y.S.A. to operate on an American college campus?

I, as an Indiana taxpayer, and alumna of Midwestern State University wish to voice a LOUD protest to such an action. You lower yourself to suspect of being in sympathy with the communist line if you do not immediately declare that you will do all in your power to keep our impressionable youth from being influenced by such an un-American activity.

What on earth is Midwestern State University coming to?

Sincerely,

Ethel Brown
Class of 1927

Appendix F

In-basket Test Items and Courses of Action Lists

INSTRUCTIONS

In-Basket Envelope A

You are Dr. Tom Blackstone, Dean of Students at Midwestern State University. It is now 1 p.m. on Tuesday, November 15. You have just returned to your office after lunch. This morning you were in a staff meeting until noon, and yesterday you were home all day because of illness. Your secretary has left several items on your desk for your attention. Since you have an appointment scheduled for 2 p.m., you have approximately one hour to work on the items.

Your task is to read the in-basket items left on your desk and take appropriate action as Dean Tom Blackstone. You should behave as if you are actually on the job. In addition to the in-basket items, you should find an assortment of stationery and forms which you are to use in your work. Use these materials to write down everything you decide to do or plan to do. Make memos to yourself about things you want to do later. Draft letters, as appropriate, for your secretary to prepare. Record in the form of notes what you say on the phone and what you say to your secretary or others. Outline plans or agenda of meetings you want to call. Sign papers, if appropriate. Please do not write on the in-basket items.

Everything you decide to do must be in writing. You should always take as much action as you can with the information available to you, but you must also avoid making any assumptions that are not reasonably supported by the background information you have been given or by the "simulated situation" material itself.

In preparing a letter or memo, try to identify it in such a way that we will know what material you are referring, or simply clip it to the materials involved. Each in-basket item has an identification number in the lower right-hand corner. You may write this number on your memorandums or letters to identify the item.

After you take action on all of these in-basket items, you will have an opportunity to describe your reasons for your actions. When you have completed all of the items in this in-basket, use the enclosed form entitled "Reasons for My Administrative Action" to list briefly your reasons for the action you took on each of the in-basket items. Do not describe your reasons until you have first acted on all of the in-basket items.

INSTRUCTIONS

In-Basket Envelope A

You are Dr. Tom Blackstone, Dean of Students at Midwestern State University. It is now 1 p.m. on Tuesday, November 15. You have just returned to your office after lunch. This morning you were in a staff meeting until noon, and yesterday you were home all day because of illness. Your secretary has left several items on your desk for your attention. Since you have an appointment scheduled for 2 p.m., you have approximately one hour to work on the items.

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After you take action on all of these in-basket items, you will have an opportunity to describe your reasons for your actions. When you have completed all of the items in this in-basket, use the enclosed form entitled "Reasons for My Administrative Action" to list briefly your reasons for the action you took on each of the in-basket items. Do not describe your reasons until you have first acted on all of the in-basket items.

FROM THE PRESIDENT'S OFFICE

TO Tom Blackstone November 15, 1966

You might recall that I spoke at Jefferson High School last Friday as part of the university program of community service. Sorry that you couldn't make the trip with us. The guidance director, George Sutherland, spoke to me about a negro student from their school who had received an invitation to a rush weekend, November 18-19. You may want to look into this as it may cause us some problems. I'm not sure what fraternity it is.

Jim Blackely
Ass't to the President

Courses of Action for In-Basket A
Fraternity Rush

A. Refer to Dean of Men to obtain further information and appropriate action.

B. Call Assistant to President to obtain further information.

C. Alert Dean of Men of situation and set a time to discuss matter with him.

D. Call Jefferson High School Counselor and apologize for absence at meeting. Also bring up question of high school students attending rush functions.

E. Call Jefferson High School Counselor for additional information on student.

F. Call Assistant to President and inform him of action taken.

G. Discuss fraternity rush procedures in next staffing meeting.

H. Call House President or Rush Chairman after obtaining name of fraternity.

I. Inform I.F.C. president of potential problem.

J. Send letter to presidents of all Greek letter organizations explaining importance of welcoming all rushees this coming weekend.

THE JOHNSON CLINIC
Marysville, Indiana

November 14, 1966

Dean Tom Blackstone
Dean of Students
Midwestern State University
Centerville, Indiana

Dear Dean Blackstone:

Yesterday we received the mid-term estimates of John's grades sent to us by the University. To say that we are disappointed is a gross understatement. He made 13 hours of "C" and only 3 of "B". John's past record clearly indicates that he can do much better work. As a pre-medical student he must do so if he is to be eligible for admission to a top medical school.

We called him last night and discussed the matter with him very frankly. He told us that the pledges had been kept so busy preparing for homecoming and in working on the homecoming queen election that none of them had had time to study for the mid-term examinations. He further stated that the pledges are kept up quite regularly past midnight and that on weekends there are no study hours whatever from Friday afternoon until Sunday night.

If these statements are true, and I have no reason to doubt them, it would seem that John will have to withdraw from the fraternity. Mrs. Johnson and I dislike this alternative very much. I was president of the chapter the first year we moved into the present house and my father was president in his time. However, despite my interest in and loyalty to the fraternity, I cannot let it be responsible for mediocre work on John's part.

It may be that the time is past when students preparing for professional schools should participate in fraternity life. The alumni discussed scholarship at some length at our parents' coffee hour at homecoming. Even then, several of us were disturbed at the complacency in the house over its relatively low average.

Although I am sure that the fraternity was no better in my day, times have changed. I feel it is now imperative that fraternities contribute to high achievement or they will appeal only to the incompetent and mediocre. Perhaps students like John will have to forego the pleasures and dubious advantages of membership.

Will you please write me at once concerning this problem and what, if anything, can and will be done by the University to correct the situation.

Sincerely yours,

John C. Johnson, Sr., M.D.

May 10, 1966

To: Dr. Gerald Myers
Dean of Men
Main Hall
Midwestern State University

From: Al Evans
Scholarship Advisor
Phi Gamma Beta Fraternity
Midwestern State University

Re: Scholarship Report 1966

Despite the fact that this chapter did not utilize an extensive formal scholarship program, significant improvement was noted during the fall semester as compared to spring semester 1965. The chapter rose from 23rd to 17th among fraternities, which placed them slightly below the all-men's and all-fraternity average. As usual, the main scholarship efforts were directed toward the pledge class and a higher percentage made their grades to qualify for initiation than have in several years. Of course, the second semester is always the real test for consistency and several problems cropped up during this time. These problems primarily center around the general scholastic attitude and lack of proper atmosphere conducive to study.

Considerable discussion has been devoted to general scholarship practices during the chapter's weekly meetings. I have attended every meeting this semester and together with the scholarship chairman have made recommendations and comments to maintain the "awareness" so necessary for good scholarship. These chapter discussions have been productive for the most part.

The chapter initiated for the first time this semester a policy regarding quiet hours--enforceable through a fining system. The hours were established thusly: 7:00 - 10:30 P.M., 11:00 p.m. - 7:00 A.M. Sunday through Thursday nights.

Pledge study table (freshmen only) was employed until the time of initiation. There is always much conjecture and mixed feeling over this policy. It seemed to be fairly effective, especially during the first semester, but the check-system faltered during this present semester. Once the freshmen realized this, adherence to the rule suffered. Study table (freshmen in their rooms and on the books) was theoretically in effect during these times:

7:00 - 10:30 P.M.
Sunday through Thursday
After 11:00 P.M. - either studying or in bed.

The biggest single scholarship problem, personnel-wise, rests in the freshmen who did not make their grades the first semester. Morale suffers a great deal, and if they are still in scholastic trouble after mid term during the second semester, a real slump occurs. These individuals seem to give up and their prospects for "survival" appears quite remote. This problem is one needing full attention of the scholarship advisor early in the semester. I suggest working closely with these individuals on a regular basis, plus impressing upon the other chapter members that their full cooperation and assistance is imperative.

Respectfully submitted,

Al Evans

Courses of Action for In-Basket A

Johnson Clinic Letter

A. Reply to Dr. Johnson's letter.

B. Have secretary make appointment to see John Johnson, Jr.

C. Refer to Dean of Men for action.

D. Call Director of Counseling to see if student is being counseled.

E. Obtain further information on student from his files.

F. Request Dean of Men to write Dr. Johnson.

G. Make note to discuss problem of fraternity scholarship at next staff meeting.

H. Send copy of Johnson letter and Dean of Students' reply to Dean of Men.

I. Send copy of Johnson letter and Dean of Students' reply to fraternity scholarship advisor.

J. Check previous evaluation reports of Phi Gamma Beta fraternity.

MIDWESTERN STATE UNIVERSITY
INTERDEPARTMENTAL COMMUNICATION

TO: Tom Blackstone
FROM: Joe Wright
TELEPHONE
DEPT. Dean of Students
DEPT. Ass't Dean of Men
SUBJ.
DATE.

The graduate center council came in late Friday afternoon and have asked for an exception to the social rules. They want to hold a dinner dance at Lincoln Hotel and serve alcohol. Everyone will be over 21. Are we going to impose that antiquated rule or are you ready to make an exception to the policy?

Courses of Action for In-Basket B
Graduate Center Council Request

A. Contact Joe Wright and have group abide by existing regulation.

B. Make note to discuss social regulations at next staff meeting.

C. Suggest that graduate resident council discuss issue in student government channel.

D. Have Joe Wright inform students to rent one room for dancing and have them go to the bar at the hotel for drinks.

E. Meet with council and discuss social regulations and implications of an exception to the existing policy.

F. Suggest that graduate center council appeal to university committee on student activities for an exception to policy.

G. Allow exception to the existing regulation provided that all students are of legal age and that the party is properly chaperoned.

H. Have conference with Joe Wright prior to taking any action.

MIDWESTERN STATE UNIVERSITY
Interdepartmental Communication

TO: Tom Blackstone
FROM: Joseph Holiday
DEPT. Office of the Dean of Students
DEPT. Economics
SUBJ. Cheating
DATE. April 7, 1967

This note is written to inform you of a cheating incident involving Frank Essig and Ted Miller. These two students are in Mr. Tom Darley's 201 Economics class this semester and the two mid-semester examinations are almost identical.

We, in the Department of Economics, are of the opinion that cheating took place. It is almost impossible for coincidences. The wrong answers were identical as well as the essays.

I have confronted the students with the two papers and both have denied cheating. They, "Can't understand how the papers could be so alike." Both have admitted that it is impossible for the two papers to be alike for a coincidence, but both denied cheating.

The examination grades were of B quality. Frank Essig has been a good student while Ted Miller has been a poor student.

The reason I got involved in this is that Mr. Darley, who is the discussion leader in the class, became ill a few weeks ago and other people administered the mid-semester examination. One of these people discovered the similarity and reported the matter to me.

I have turned in a grade of "Incomplete" for each of the students and have so informed them. I will remove the incompletes in accordance with your finding.

If you or anyone on your staff have any questions, please feel free to contact me.

Joseph Holiday
Chairman
Economics Department

Courses of Action for In-Basket C

Cheating Incident

A. Check with Mr. Holiday for further information.

B. Have secretary make appointments to see students.

C. Call Mr. Holiday and ask him to forward the two test papers.

D. Meet with Mr. Holiday and students before taking any action.

E. Write letters to students informing them of charges.

F. Send carbon copy of letters to Mr. Holiday.

G. Check student records for additional background information.

H. Make appointment to see Dr. Darley in economics.

I. Meet with proctor of examination.

October 4, 1966

Dr. Tom Blackstone
Dean of Students
Midwestern State University
Centerville, Indiana

Dear Dean Blackstone:

I am writing you concerning our son's mid-semester grades which Mrs. Smith and I have just received. As you know, our son John entered State University a year ago and is now a sophomore. His grades, as reported to us, were four C's and one D.

In talking with him by telephone he assures me quite confidently that he will bring his D up to a C before the end of the semester and that we "should not worry."

Dean Blackstone, does the State University stand for such mediocrity that its students are oriented with the idea that a C grade is satisfactory? John was an outstanding student all during high school graduating third in his class of 185. He was president of the National Honor Society and was active in a number of organizations. He made Phi Eta Sigma his first semester at your institution and seemingly was well started towards an outstanding career as a student and student leader. However, in the following two semesters he has now come to the idea that passing is good enough and the main thing is to get active and activities and be a "big shot."

I would like very much to have your reaction to this letter as a guide to what I can do to help John understand that at least we are not going to tolerate mediocrity as a standard.

I realize that your University is a large one and that you take all sorts of students. However, it does seem to me that the University must bear some responsibility for the attitudes and values formed by its students.

Very sincerely yours,

Henry A. Smith

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*Shaffer, Robert H., and Schreck, Thomas C., Student Leadership Seminar G-547 Casebook, p. 41.

Courses of Action for In-Basket D

Smith Letter

A. Reply to Mr. Smith's letter regarding his son's academic situation.

B. Send carbon copy of letter to John Smith's academic advisor.

C. Have secretary find out additional information on student through the faculty advisor before taking any further action.

D. Refer to Dean of Men for appropriate action.

E. Personally check on academic performance, and activities of student before writing father.

F. Contact students residence hall counselor to see what can be done.

G. Contact faculty advisor for further information on student's academic performance.

Dean of Students — Safety Investigator

Beer Party and Disorderly Conduct — October 7, 1966

This department received a call from the Alpha Zeta Sorority House at 3:17 a.m. September 19, 1966, reporting a large group of boys causing a disturbance.

Officers Jones and Smith answered this call and observed cars leaving the Mu Pi parking lot loaded with boys. Car #1, license BA 123 which is registered to Bill Rap of 405 S. Mill Street. Car #2, license XY 321 to Bob Collins, 306 N. 23rd Street, Beta Alpha Mu. Car #3, license AB 456 registered to Mr. Ralph Hall, Mu Pi fraternity house. (This boy gave AB 621 when he registered the car.)

These cards went to the Zeta U fraternity lot and our officers overheard their conversation about having stolen something from the Gamma Pi Sorority.

Ten or twelve boys got into one car and drove back to the Mu Pi lot (this was Ralph Hall's car). They sang vulgar songs and created quite a disturbance until they saw the officers, at which time they scattered, leaving a keg of beer partially full with the drawing pump connected, and one shower shoe.

Just as they ran, someone called out, "All you Zeta U's come on and leave it to the Mu Pi's." The keg of beer and the shower shoe were brought to Safety.

A check with Mr. David Williams of the B-7 Beverage Company revealed that Mr. Ralph Hall and Jim Allen purchased the beer (31 gallons) for a party held at the Rustic Club House, which lasted from 10:30 p.m. to 12:30 a.m. This party was for members of the Shield and Sword Society of the Military Department.

Investigations revealed that Ralph Hall and Richard Fleming, the president of this organization, announced that the group should come to the Mu Pi House and finish the party, which is evidently what occurred, inasmuch as the keg of beer was found on the Mu Pi parking lot. All this campus activity occurred between 3:00 a.m. and 4:20 a.m.

Calls from housemothers from the Beta Theta, Delta Lambda, and others who do not want to be identified for fear of retaliation have called this office as well as the Dean's office reporting being disturbed by groups of boys who were drunk and singing obscene songs from 1:00 a.m. to 4:20 a.m.

One of the housemothers reported to the Dean that she recognized a Sid Brown of the Mu Pi house, as well as James O'Dell and a boy by the name of Mitchell, from the Chi Alpha house.

Respectfully submitted,

Officer Henry

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*Shaffer, Robert H., and Schreck, Thomas C., Student Leadership Seminar G-547 Casebook, p. 29.

Courses of Action for In-Basket D

Beer Party

A. Call meeting today with Dean of Men to discuss appropriate action.

B. Have students appear before Dean of Men for full explanation.

C. Refer to Dean of Men for appropriate action.

D. Have secretary contact students for appointments to discuss the incident.

E. Have secretary pull files of students and have on desk by noon.

F. Call advisor to Shield and Sword Society for discussion of problem.

G. Have secretary make appointment with presidents of organizations involved in party.

H. Send letter to fraternity presidents of fraternity's involved informing them of the misconduct and of regulations.

I. Personally talk with students involved in beer party to get their story.

J. Check with housemothers for their story.

Appendix G

A Description of Individual Items in A, B, C and D In-baskets

In-Basket "A" Items

A1. Letter from Dean of Students with special reference to "Semester of Discontent" film.

A2. Memo from Assistant to the President regarding fraternity rush.

A3. News release from the University of Wisconsin.

A4. Request from Public Relations Director at the University of South Carolina for information on the operation of campus calendar.

A5. Letter from Dr. Johnson regarding his son's poor academic performance and the relationship of fraternity membership to academic standards.

In-Basket "B" Items

B1. Request additional copies of memorandum sent to college and university presidents concerning the need to create a positive climate of student relations on college campuses.

B2. Letter requesting application for a teaching position at MSU.

B3. Letter from student requesting exemption from regulation that all freshman women are required to live in residence halls.

B4. Graduate Center council request for exception to social regulations.

B5. Pamphlet on ROTC programs.

In-Basket "C" Items

C1. Letter from Mrs. Dale Samuels deploring lack of morals of college students.

C2. Request for information on the cultural and personality characteristics of student leaders by doctoral student at Florida State University.

C3. Memo from chairman of economics department regarding cheating incident.

C4. Request from student for a letter of recommendation for law school.

In-Basket "D" Items

D1. Collegiate Press Service release.

D2. Letter from parent regarding son's mid-semester grades.

D3. Safety Investigator's report of a beer party and disorderly conduct of students.

Appendix H

Questionnaire

STUDENT EVALUATION OF SIMULATION

This instrument is an attempt to determine your attitude about the Simulation Project. This information will in no way affect your grade in the Project.

1. Name: ______________________________

2. Sex: Male ____ Female ____

3. Age: ____

4. Are you a Master's candidate? Yes ____ No ____

5. Are you a Doctoral candidate? Yes ____ No ____

6. If you are on the residence hall counseling staff, indicate the extent of your experience. Count the academic year 1965-66 as one year of experience.

   1 year ____, 2 years ____, 3 years ____, 4 or more years ____

7. Other work experience: Indicate the number of years of experience in the following areas:

   Teaching (college or public/private schools) ____

   Teaching Assistantship ____

   Counseling (college or public schools) ____

   Administration (college or public schools) ____

   Military ____

   Other (explain) ____

STUDENT EVALUATION OF SIMULATION

This instrument is an attempt to determine your attitude toward the Simulation Project. This information will in no way affect your grade in the Project.

1. Name: ______________________________

2. Sex: Male ____ Female ____

3. Age: ____

4. Are you a Master's candidate? Yes ____ No ____

5. Are you a Doctoral candidate? Yes ____ No ____

6. If you are on the residence hall counseling staff, indicate the extent of your experience. Count the academic year 1965-66 as one year of experience.

   1 year ____, 2 years ____, 3 years ____, 4 or more years ____

7. Other work experience: Indicate the number of years of experience in the following areas:

   Teaching (college or public/private schools) ____

   Teaching Assistantship ____

   Counseling (college or public schools) ____

   Administration (college or public schools) ____

   Military ____

   Other (explain) ____

SECTION 1

Rate the Value of the following selected aspects of the Project by using the scale corresponding to each question. Circle your choice.

6. The simulated case study materials

5 Very Great
4 Considerable
3 Moderate
2 Slight
1 Very Slight

7. The class discussion of simulated cases

5 Very Great
4 Considerable
3 Moderate
2 Slight
1 Very Slight

8. The in-basket tests

5 Very Great
4 Considerable
3 Moderate
2 Slight
1 Very Slight

9. The information provided in the lectures

5 Very Great
4 Considerable
3 Moderate
2 Slight
1 Very Slight

SECTION II

Rate the Time-Sequence of Simulated Case Studies.

10. To what degree did simulated cases have value when they preceded the lectures?
5 Very Great
4 Considerable
3 Moderate
2 Slight
1 Very Slight

11. Do you think simulation would have been more valuable if it had followed the lectures? Yes _____ No _____

12. Could simulated cases have value in conjunction with formal course work? (Integrating lecture and simulation in same course.)
5 Very Great
4 Considerable
3 Moderate
2 Slight
1 Very Slight

13. Could simulated cases have value following formal course work? (Simulation separate from lecture course.)
5 Very Great
4 Considerable
3 Moderate
2 Slight
1 Very Slight

14. Could simulated cases have value while serving in a full-time administrative position after completing graduate program?
5 Very Great
4 Considerable
3 Moderate
2 Slight
1 Very Slight

SECTION III

Past research projects utilizing simulation have emphasized the potential for this technique. Evaluate the following questions in light of their effectiveness in the project.

15. Has simulation provided a bridge from theory to practical experience?

5 Very Great
4 Considerable
3 Moderate
2 Slight
1 Very Slight

16. Has simulation provided a setting to develop experience in the process of thinking through various aspects of a real problem situation?

5 Very Great
4 Considerable
3 Moderate
2 Slight
1 Very Slight

17. Has simulation provided an opportunity to consider the consequences of various courses of action while in the role of a practicing administrator?

5 Very Great
4 Considerable
3 Moderate
2 Slight
1 Very Slight

Appendix I

Student Reaction to Simulation Project

The in-basket material was most interesting and valuable I feel because it forced each one of us to seriously make a decision. This decision making was most important because of the evaluation entailed and the thorough processes involved.

This was the first real opportunity we have had this year, outside of the Residence program, to present ideas on current problems. Personally this has been a most enjoyable and rewarding experience and I wish more of our course work could be handled on this level. This has been the closest experience to the reality I expect my position in the future to hold for me.

Not being in personnel work and only having heard derogatory comments from others (mainly majors!), I came, quite frankly, prepared to be bored because I needed the credit. However, not only has my attitude been changed but I can truthfully say that I find the live working personnel and guidance fascinating. A course such as this might be a great help to majors all the way along. Overall effect of this course on me: 100 per cent increase in appreciation and respect for the field of higher education.

Simulation is good because it compares your reaction against others and also helps you see many sides of a problem.

A very worthwhile experience. A definite void, that of dealing with practical problems, was filled.

The in-basket test is really the only thing I ever had in a class room in student personnel that attempted to make you think out a problem.

It's too bad that we had to sit through the lectures. I'm afraid simulation was quite a refreshing experience in comparison. I didn't enjoy the in-basket tests as much as would be expected. I wasn't able to identify to the situation well enough.

The simulation method has been a learning situation and I feel could be used much more in the field of education. In the area of student personnel, staff training, student orientation, leadership training, etc., are possible applications.

I thoroughly enjoyed and benefitted from this Project. This was the first time the theoretical was ever transferred to the practical, and it has much more educational value, especially after you have the theory. If you set up a model staff and gave them problems to think out in staff meeting, it would be more realistic.

I believe the most I gained was from the different responses and opinions of the members of the Project. Though I probably won't be an administrative person, I feel, that an experience of this type helped improve my understanding of the problems facing administrators.

I felt the project was both interesting and valuable for one in the field of student personnel. One thing which would have made it more enlightening would have been follow-up discussions on the actual in-baskets we worked on. This would have given us more opportunity to explore alternatives and see possible consequences of each.

I felt the project to be interesting and for me a worthwhile experience. I do feel, however, that more value would have been gained if the lectures had preceded the case materials. I feel that I gained more new ideas from the lectures than from the case materials.

I enjoyed the simulated method very much--one thing I noticed was how much more boring the lectures were after participating in simulation. Although I have had more experience than the majority of the participants, I certainly didn't feel that way in discussion.

Because of the shortage of time, I feel that we weren't able to receive the complete value of the simulated project method of learning. The time shortage denied us the opportunity to discuss and defend our action in the simulated experience.

I felt there was too much direction in the discussion sections. There were one or two ideas that you wanted us to arrive at and if they didn't come out quickly, you fed them to us. Other than that, a worthwhile experience.